

# Academic Achievement of Single-Parent Students

An Abstract

Submitted to the Faculty of the School of Education  
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Requirements for the Degree of  
Doctor of Education

by

Edwina W. Hill

Atlanta University

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The purpose of this study was to examine the interactive affects of home and school on the academic achievement of elementary and middle school students of single parentage in predominantly Black low income public schools. The basic thesis was that the academic success or failure of single-parent children in school is determined more by the interaction of other home and school factors than single parentage in and of itself.

The sample consisted of 300 elementary and 300 middle school students who were randomly selected from five elementary and four middle low income predominantly Black inner-city public schools in Atlanta, Georgia, 444 of their parents 27 of their reading teachers, and their 9 principals. Data were collected with questionnaires. Student questionnaires measured home and school variables. Parent questionnaires measured home variables. Teacher and principal questionnaires measured school variables. Home variables investigated were: family size, sex of parent, parental interest, parental perception of of the school, type of single parentage, length of parental absence, age of child at initial absence of parent, parental reading habits, parental occupation, and significant other. School variables were school climate and learning environment. Data were statistically analyzed using factor analysis, correlation coefficients, multiple regression analysis and beta weights.

Findings were that:

1. Academic achievement of students is not significantly effected by living in a single-parent household.



Findings were that:

1. Academic achievement of students is not significantly affected by living in a single-parent household.
2. Home factors that significantly impact upon achievement of single-parent students are: parental occupation, parental education, parental interest, parental perception of the school, length of single-parent status, and age of child at onset of single parentage.
3. Maturation significantly influences the affects of the selected home and school variables on the academic achievement of single-parent students.
4. The selected school variables did not significantly affect the academic achievement of single-parent students beyond the elementary level.

It was concluded that academic success of single-parent students in school is determined more by the interaction of other home and school factors than by single parentage alone. Further, maturation affects the influence of the selected variables on achievement.

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## Chapter I

### Introduction

The family is the basic unit of social organization in societies. It represents one of society's most sensitive, important, and enduring elements. It functions as a facilitating, adapting, mediating and confronting system for its members who have differing aspirations, capabilities, and potentials (Sussman, 1978).

Yet, the "typical" nuclear family--father, mother and child--is rapidly becoming a phenomenon of the past. One-parent families already represent a significant minority in the United States and they are increasing rapidly in number. In the past twenty years the number of two-parent families declined from 95 percent to 81 percent. Within the last ten years single parent families rose nearly 80 percent--from 11 percent in 1970 to 19 percent in 1979 (Lazurus, 1980). Single-parent groups numbered over six million in 1978, up from almost four million in 1970 (U. S. Census, 1980).

Some twelve million American children live in one-parent families today and with the continued increase, a million more children will be added to that total yearly (Brown, 1980). It is projected that 48 percent of all children born in the United States in 1982 will spend at least one year living with one parent during their first 18 years. By the year 1990, the proportion of children (all children of all races) living with both natural parents is expected to decline to 56 percent (Norton, 1979).

Among Blacks, the statistics are more striking. Fully half of Black families with children living at home are one-parent families (Lazarus, 1980). In 1960, about 90 percent of all white children lived with two parents; by 1978, only 80 percent did. The corresponding proportions among blacks were 60

percent in 1960 and 45 percent in 1978 (Norton, 1979). Unless the trend changes radically, only one-third of the nation's Black children will be living with both natural parents by 1990 (U. S. Census, 1980).

With the increase of single-parent families is a disproportional increase in the number of families headed by women. As of March, 1977 one out of every seven, or 7.7 million families were headed by women, and well over half of these women were employed (Special Labor Force Report #231, 1978).

The significance of this increase of female-headed families is the fact that such families are far more likely than male-headed families to be existing in a state of poverty. In 1977, the percentage of all female-headed families living below the poverty level was 31.6. The percentage of Black female-headed households existing in a state of poverty was 52.2. Of such families, 72 percent had "own children" under the age of 18 (St. Pierre, 1982). This phenomenon, female-headed families, seems most characteristic of poor urban Blacks (Billingsley, 1968).

Atlanta showed an astronomical increase in the number of single-parent families in the last decade--from 9,160 in 1970 to 57,416 in 1980. Of these, there are 20,588 Black female-headed families with children under 18 years of age (U.S. Census, 1980).

Clearly the pattern of American family life is changing. Should the current trend continue, two-parent families will be in the minority within a few generations. This change in family structure will populate the schools with a student who differs from the "traditional" student of old. Consequently, the educator's paramount concern should be how to best serve this child.

## The Problem

### Statement of the Problem

It is intended that in this study, the researcher will examine the interactive effects of home and school on the academic achievement of elementary and middle school students of single parentage in predominantly Black low income public schools. The basic thesis is that the academic success or failure of single-parent children in school is determined more by the interaction of other home and school factors than by single parentage in and of itself.

### Limitations

The limitations of the study are as follows:

1. The study was limited to fourth and eighth grade Black students in selected elementary and middle schools in the Atlanta Public School system and may not be generalizable to other age groups.

2. The study was conducted on low income students in predominantly Black inner-city schools. As a result, the generalizability of these findings will be limited to other low income students in predominantly black inner-city schools like those found in the city of Atlanta.

### Significance of the Study

The pattern of American family life is changing so rapidly that, if projections are true, by 1990 the proportion of all children below 18 years living with both natural parents is expected to approach 50 percent. This indicates a new and different school population which may necessitate a reassessment of our present school policies and organizational structure.

The results of this study should bring some insight into those factors which impact upon the achievement of children of this new population.

The evidence provided by this study will provide the Boards of Education and offices of Superintendent with information to be considered in relation to school policies. The findings of this investigation will provide insight into those factors which influence learning, and as a result, serve as a basis for educational planning.

Further, this study extends the research on single-parent families, especially Black single-parent families by Black researchers. The review of related literature indicated a critical need for data in this area.

## Chapter II

### Review of the Literature

The review of related literature revealed limited information on studies conducted by Blacks on Black single-parent students and achievement. It also revealed limited studies which investigated the effects of home and school factors upon academic achievement of single-parent students in a single investigation. Considerable literature dealt with the variables studied in this investigation in isolation or with a few other related variables. However, the lack of information on the interaction of home and school factors affecting the academic achievement of Black single-parent children suggested the need for additional work on the subject.

The purpose of this chapter was to review the literature relating to factors which affect academic achievement of students, in general, and single-parent students, specifically. The studies reviewed were divided into three sections: (1) home factors, (2) school factors, (3) home and school factors.

#### Home Factors

Considerable literature dealt with the effects of the home on achievement. Following is a discussion of some of the home factors which were found to be significant to academic success in school.

#### Race and Sex

A review of the literature regarding the effects of father absence revealed a mixed pattern. Hunt and Hunt (1975), in a study of 445 Baltimore junior and senior high school students, found that White fatherless adolescent

boys had lower grades and lower esteem than those with fathers. Socio-economic class was not an influencing factor, the same held true for all social classes. Black adolescents showed opposite results. The fatherless boys scored slightly higher on achievement and self attitude than boys who had fathers. This, too was true for all social classes.

Sciara and Jantz (1974) found that those students from father-present homes achieved significantly higher reading achievement scores than those from the same group coming from father-absent homes. Their study was conducted on 1,073 low income inner-city Black students enrolled in eight model cities' schools of a large mid-western school district.

Jantz and Sciara (1975), in a study of the effects of living with a female head-of-household upon arithmetic achievement of Black fourth-grade pupils, found no significant differences favoring those pupils living with male head-of-household.

Thompson (1978) investigated the effects of father absence, race, sex and grade on the arithmetic achievement, self-concept, and school adjustment of elementary school children. Her study group consisted of 105 third, fourth and fifth grade students selected from a school in western South Carolina. They were of lower socio-economic status and almost equally mixed in race and sex. Her findings revealed a statistically significant relationship between father absence and arithmetic achievement, with father-absent students obtaining lower scores than father-present students. She also found that Black females and White males were more negatively affected by father absence than either Black males or White females.

The three dependent variables used by Thompson (1978) were scores obtained on the arithmetic section of the Wide Range Achievement Test, total scores

obtained on the Coopersmith Self-Esteem Inventory, and total scores obtained on the Coopersmith Behavior Rating Form. To analyze the data, a series of factorial analyses of variance procedures were employed, utilizing a post-test only design. The Duncan New Multiple Range Test was performed to determine which of the three grade levels was significantly different where the overall F's were found to be statistically significant.

In relation to arithmetic achievement, the findings of Thompson revealed that a statistically significant relationship existed between father absence and arithmetic achievement, with father-absent students obtaining lower scores than father-present students. A statistically significant relationship was also found to exist between race and arithmetic achievement. Black students scored slightly lower than White students. Statistical significance was likewise obtained in relation to grade and achievement with third graders scoring significantly higher than either fourth or fifth graders. No significance was obtained between sex and arithmetic achievement. Significant interactions were found to exist in arithmetic achievement between race and sex with Black males scoring lowest of the groups.

From the results of Thompson's research (1978), it was concluded that father absence negatively affected the arithmetic achievement of elementary school children.

Herzog and Suida (1970), after reviewing a number of studies concerned with father absence, stated that it seemed unlikely that father absence in itself would show a significant relationship to poorer school achievement if relevant variables, (including type of father absence and socio-economic status SES) were adequately controlled.

Studying 118 third grade students in the Compton Unified School District led Harris (1977) to also conclude that the number of parents residing in a home is not a significant factor in student academic achievement in reading, language and mathematics. She also found that predictability of achievement marks on the basis of family background was only slightly better than chance.

Havighurst and Neugarten (1967) in discussing socialization and the child's social life space stated:

The mind and the personality of the child develops, not according to immutable processes inherent in the child's genetic endowment, but according to the influences that particular social experiences have upon him. The kinds of intellectual and social traits that develop depend primarily upon the interaction between the social environment and the child's biological potentials (P. 124).

Skeel's and Dye's findings (1966) support their theory.

Duncan (1967) conducted a study on the relationship of social background to educational attainment. She used variables of education of family head, occupation of family head, and numbers of siblings in the family. There was a positive correlation with all variables except numbers of siblings. When these variables were associated with other characteristics as ethnic status, type of school attended, regional location, and rural or urban status of the community or residence, she found the highest correlation with the family head's education for both White and Black males. Family type, family head's occupation and siblings were significant for the Whites but not for the Blacks. The opposite was true when place of residence, type of school and ethnic status were considered. Whites were affected much less than Blacks. Jencks (1977) concluded that "...the most important determinant of educational attainment is family background" (p. 159).



Bernstein (1961) and Hess and Shipman (1973) found that language affects the child's ability to communicate. Black children, especially lower class Black children, learn a language that is "restrictive," different from the grammatically correct languages used in the classroom. Their language inhibits their understanding and ability to converse with the teacher or other persons outside of their immediate environment. Children of lower socio-economic class and especially Blacks find the language deficiency a barrier to academic success in schools that use "formal" language. Wright (1983) found similar correlations between functional language, socialization, and academic achievement.

Allen (1978) found that mobility aspirations among Whites were significantly correlated with father's education, father's occupation, and family income. Black adolescent aspirations were noticeably correlated with only father's occupation. Aspirations of Blacks tended to be high where maternal occupational status was high, while White aspirations remained high in spite of low maternal occupational status. Aspirations of Black sons were strongly correlated with aspirations their mothers held for them while aspirations of White sons were just as strongly correlated with aspirations their fathers held for them. Socio-economic status was found to be a more important determinant of White levels of aspirations than of Black levels of aspirations. Further, the evidence indicated that mothers among Blacks and fathers among Whites were the parents who contribute most to the determination of sons' eventual levels of aspirations. Rockwell (1972) also found a significant relationship between the mother's educational level and the child's success in school.

Anastasi (1956) found evidence that the correlation of sibsize and ability was higher in samples of lower SES children than the correlation of these

variables among middle and higher SES samples. Marjoribanks and Walberg (1976) found a relationship between socio-economic status, sibling variable, family environment, and cognitive development.

In a study of 100 middle income Black parents (McAdoo, 1977), there was found to be no statistically significant difference in measured intelligence between ethnic and racial groups when socio-economic factors and childhood health care were equalized. Havighurst and Janke (1945) divided a community into five socio-economic groups and found that children of families of higher economic status tended to do better in all tests of ability than children of lower status.

Mercer (1972), Mayeska (1971), and Chase (1977) prepared carefully designed large scale studies and detailed reviews that factored out the elements that they found to be actually connected with achievement. The elements, according to their findings, were basically the environment, the economic level of the family, and the provision of preventive health services.

### Socio-economic Status

The socio-economic status of a family has long been cited as being one of the most important factors in the determination of one's success or failure in life. One's academic performance has also been linked with one's socio-economic status. Much has been written to support this belief, but one study was found to refute this notion.

A study conducted by Wasserman (1968) of Black males in two low-income public housing projects from 117 families, found no difference related to father absence in school achievement. The study was restricted to males between the ages of ten and fifteen (two different developmental levels).

Further, the determination of father absence or presence was made on the basis of ad hoc Housing Authority records.

Deutsch and Brown (1964) found that there was not only a direct relationship between social class and I.Q., but also a relationship between father presence and school grades within a social class. However, when Deutsch (1970) studied fourth, fifth and sixth grade children, he was led to conclude that although fatherless children scored significantly lower on school achievement tests, the broken home factor was not the basic determinant of group differences. He indicated that the general intellectual level of the children and the social and economic background of the parents appeared to be the most significant determiners.

Cummings (1977) studied fate control among Black high school seniors in high schools of five major cities in Connecticut. He used twelve different independent variables--parental permissiveness, occupational prestige, educational attainment aspirations, achievement aspirations, school success support, family stability, family size, parental praise, parental intellectual stimulation and emotional support. Among all the variables of family life included in the study, it appeared that exposure to an occupationally successful or unsuccessful role model, exposure to variations in educational attainment aspirations, and parental praise were the most important determinants of variations in fate control among Black adolescents.

When the data were analyzed separately for males and females, the results were different. It strongly suggested that for Black males, the family setting was a weak, limited and unsystematic determinant of variations in fate control. For Black females, however, the family appeared to be a rather strong and

influential source of variations in fate control. Thus, it strongly suggested that peer, neighborhood and school experiences play a greater role than family experiences in shaping personal attitudes and characteristics among Black males. While Black females appeared to be influenced more by family than their male counterparts, the family socialization model failed to account for over 70 percent of the variance. This was interpreted to support the argument that negative school experiences themselves are a major source of the learning difficulties faced by Black students.

Duncan (1979) included family head's occupation as one of the variables in her investigation of the effects of social background on educational attainment. She found a positive correlation between the two. Reid (1964) also found parental occupation to be a significant contributor to academic achievement. Children of parents of high occupational status achieved higher levels of academic success than those of lower status.

#### Class and Home Environment

It has long been observed that children from lower socio-economic groups account for the greater share of a school's discipline problems, academic failures, and drop-outs. Today, we know that although parents of all classes realize the importance of education and value good schooling for their children, different families create environments that influence children's intellectual growth and educational motivation in different ways. Since the social classes tend to provide differing home environments, their children tend to be more or less prepared for or helped to do well in school (Coleman, 1966 and Jencks, 1972).

While family socio-economic status is statistically correlated overall with children's school achievement, there are many exceptions. The exceptions show that the causes of the relatively low achievement of lower class children are characteristics of individual families and are not universally connected with low socio-economic status.

This was demonstrated in a study of children from a working class population in New York City's Harlem, where high-achieving and low-achieving fifth grade pupils were compared (Davidson and Greenberg, 1969). Eighty boys and eighty girls were selected from twelve elementary schools, all of whom met the following criteria:

1. Parents were of low socio-economic status according to occupation, educational level, and type of dwelling units.
2. Parents were all born in this country.
3. Child attended school in a northern city since first grade.
4. I.Q. between 75 and 125.
5. Age between 9 years, 11 months and 11 years, 4 months.

The two groups were compared on a variety of psychological and sociological characteristics. It was found that families of high achievers were rated superior to those of low achievers in their concern for the children's education; thinking and planning for the child as a individual; general civic awareness and concern of the parent, and structure and orderliness of the home.

Lambert and Hart (1976) reported that parents' interest in their children's school achievement was important to academic success. Children whose fathers joined their mothers in discussing the child's school progress with the teacher scored up to 7 months higher in reading and math than

children whose fathers were not involved. When neither parent talked with the teacher, children's achievement lagged even further behind.

The Kettering Foundation co-sponsored a study of single-parented children with the National Association of Elementary School Principals (NAESP) (1980). Eighteen items were identified to measure school performance in a study of one-parent versus two-parent children in twenty-six schools. The study was conducted the first semester of the 1979-1980 school year and included 8,556 elementary and high school students. The findings indicated that children of one-parent families performed poorer in their classes, were absent more often and presented more disciplinary problems than children from two-parent families. The study considered parentness as the only variable in measuring student achievement. No consideration was given to any other home factors.

#### Length of Time Child in a Single-Parent Family

The length of time that a child spends in a single-parent family and the age at which the separation occurs have also been found to be significant variables in student achievement. Hetherington (1978) found that two years after divorce, teachers and peers became more important determinants of student achievement than the parents.

Blanchard and Biller, in their 1971 study of 44 working and lower middle class third grade boys, found that the academic performance of the high father-present group was superior compared to the boys who came from early father-absent, late father-absent, or father-present situations with low father availability. Biller and Bahm (1970) observed no differences in the behaviors of students in school if the separation occurred after the child's fifth birthday.

### School Factors

The Equality of Educational Opportunity study (Coleman, et al., 1966) was the first to indicate that the traditional inputs, such as reported teacher qualifications, facilities, and expenditures did not explain much of the variance between schools or individuals. At the same time, the Coleman analysis and subsequent re-analyses of the Coleman data (Smith, 1972) suggested that perceptions of the school may contribute significantly to the variations in achievement.

The study of academic climate in a small number of high schools (McDill, Rigsby, and Meyers, 1967; McDill and Rigsby, 1973) suggested that much of the variance in academic achievement may be explained by the academic norms and expectations which characterize the student body. A study using elementary schools in Michigan (Brookover, 1979) led to a similar conclusion. That is, the nature and characteristics brought to the school by the students, teachers, and other members of the system are modified in the process of interactions which are structured by the social-psychological norms, expectations, and feelings which characterize the patterns of interaction within the system.

It was demonstrated that school climate, when SES and racial composition of the school were controlled, significantly contributed to school achievement (Brookover, 1979). Also, when the contribution of climate to variance in achievement was separated from the other variables studied, the proportion attributed to the climate variables was greater than that of any other variables. Thus, analyses of Brookover's study suggested that school climate rather than family background had the more direct impact on achievement.

Foreman (1950) investigated certain environmental factors in Black elementary education. He concluded, upon analyzing data for 10,023 third to sixth grade pupils, that educational achievement was greatly influenced by the schools the children attended and the communities in which they lived.

Edmonds (1982), a Black researcher-reformer, supported the findings of Brookover. In his study of schools, Edmonds identified schools that produced the desired outcomes of education. Then he found those characteristics that differentiated the effective schools from those which were less effective. There were five criteria which he delineated as being essential to an effective school:

1. The principal spent most of the time out in the school, usually in the classroom identifying and diagnosing instructional problems and providing assistance to teachers.
2. The school's purpose was articulated to everyone and systematically disseminated.
3. The school had a safe, orderly climate.
4. Teachers had high expectations of all students.
5. Achievement was closely monitored with standardized tests.

Dale Mann, in the Delphi Study of the instructionally effective school, also supported Brookover's findings. In the study, Mann examined five areas which he considered essential to an instructionally effective school:

1. Administrator characteristics and behaviors
2. Teacher characteristics and behaviors
3. School climate and pupil characteristics
4. Specific curricula
5. Pupil evaluation procedures



Mann found that when certain characteristics were present in each of the listed areas, schools were considered as effective; the absence of those characteristics resulted in ineffectiveness.

### Home and School Factors

The literature search produced a single study (Reid, 1964) which investigated the interactive effects of home and school on a student's academic achievements. In addition, Reid included community factors in his study. Achievement levels of single-parent students in Jamaica were the objects of Reid's analysis. He used the school as his basic unit of analysis to identify one- or two-parent families rather than the individual families themselves. Also, the community characteristics, the extent to which the community had the following: public library, agencies for adult education, youth organizations, postal and telegraph service, conditions of the road and public water supply and electricity were characteristics which were not considered germane to this investigation.

Home factors used in the study included parent occupation, parental reading habits, parental interest in school and small family size. School factors included were: (1) school and class size; (2) attendance (the average number of sessions - half days - for which each child attended); (3) the average number of years pupils had infant or "basic" schooling; (4) the amount of floor space available per child; (5) the extent to which schools had radios, projectors, pianos, and library books; (6) buildings-state of repairs and attractiveness, provision of individual classrooms, reading rooms, etc., lighting and ventilation, sanitary facilities and water supply

and landscaping of grounds; (7) teacher professional and educational training; and (8) size of school enrollment

Reid found a significant relationship with the achievement criterion and parental occupational grading, reading habits and parental interest. Children living with one parent correlated negatively with achievement. Small class had a negative but significant relationship with achievement, while years of schooling and attendance showed significant positive relationships.

The findings led Reid to conclude that a cause and effect relationship between the criterion and the selected factors could not be established with certitude. To improve school attainment, he concluded, it would be necessary to lift the level of all the variables studied which correlated moderately or highly with achievement.

### Summary

In essence, a review of the literature regarding factors affecting student's academic achievement revealed a mixed pattern. Strong cases were made for the school as well as for the home as the major determiner of academic success.

While the literature provided many answers, it also raised many questions. Accordingly, this study has played a significant role in clarifying some of the conflicting theoretical and empirical data.

### Chapter III

#### Theoretical Framework

The current popular opinion supported by the literature is that the academic achievement of children from single-parent families in school is primarily a function of single parenthood. Secondary consideration was given to other home and school factors.

The research literature reflected a double edged phenomenon of the cause of academic success or failure. A large number of researchers concluded that home environment determined the degree of academic success of students. However, there were others who argued as strongly for the school environment as the causative factor of academic success in school.

The hypothesis of the researcher was that neither the type of family nor the school, alone, was the determinant of academic success. Instead, academic success or failure was the result of an interaction of the home and the school.

The following diagram shown in Figure 1, depicts the multiple factor approach to academic achievement that was used in this study.

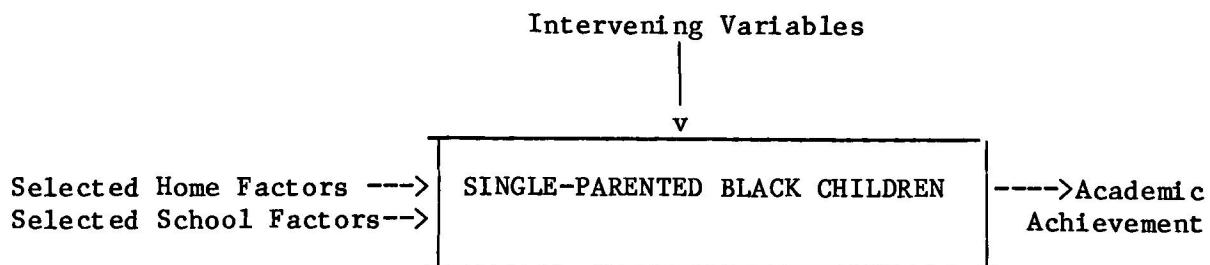


Figure 1. Multiple Factor Approach to Academic Achievement

Some of the variables and questions for analysis included in this study were drawn from previous research and included here for re-analysis. Others were specifically selected for investigation in this study.

Selected home factors were:

- |                                      |   |
|--------------------------------------|---|
| 1. family size                       | 6. length of parental absence                   |
| 2. sex of parent                     | 7. age of child at initial<br>absence of parent |
| 3. parental interest                 | 8. parental reading habits                      |
| 4. parental perception of the school | 9. parental occupation                          |
| 5. type of single parentage          | 10. parental education                          |
| 6. length of parental absence        | 11. significant other                           |

Selected school factors were:

1. school climate
2. learning environment

#### Definition of Variables

1. Single parent family refers to any household in which children live with only one parent.
2. Academic achievement refers to whether or not the student scored at or above the national norm or below the national norm in reading as assessed by the California Achievement Tests administered in the Spring of 1983.
3. The independent variables were home and school factors.
  - a. Home factors refers to those characteristics, other than parent number, that describe the family and home environment. The selected factors and their definitions are as follows:
    - (1) Family size refers to the number of children living in the home (siblings, cousins, other).
    - (2) Sex of parent refers to whether the child lives with father or with mother.
    - (3) Parental education refers to the highest diploma earned.

- (4) Parental occupation refers to the work status of the parents, the work categories as delineated in Warner's Index of Social Characteristics, 1949.
  - (5) Parental interest refers to the degree of concern that the parent exhibits toward the child's education.
  - (6) Parental perception of the school refers to the parent's feelings about the school as it relates to the child's academic achievement.
  - (7) Length of parental absence refers to the duration of time that the missing parent has not lived in the home with the child.
  - (8) Type of single parentage refers to (a) never married, (b) divorced, (c) widowed, or (d) separated.
  - (9) Age of child at initial absence refers to whether the child was less than six years or older than six years at the onset of single parentage.
  - (10) Parental reading habits refers to whether the parent: (a) owns a library card, (b) reads books for pleasure at home, (c) subscribes to at least one daily newspaper, and (d) subscribes to two or more magazines.
  - (11) Significant other refers to other persons who interact on a regular basis with student.
- b. School factors refers to the school environment in which the students operate. Those selected characteristics and their definitions are as follows:
- (1) School climate refers to the degree to which principals are more positively than negatively task oriented.
  - (2) Learning environment refers to the degree to which the teacher positively motivates students to learn and creates an atmosphere of productive expectations.

### Theoretical Relationships

Theory in this field generally supported the contention that children from single-parent families experienced academic failure in school because of their single-parent status. The position of the researcher was that single

parentage was not the only factor of academic failure. Other home and school variables impacted upon achievement. Socio-economic status, parental education, parental reading habits, parental occupation, length of time child was member of single-parent family and the child's age at onset of single parentage were other influencing home factors.

The variables outlined in Figure 1 represented the interrelationships examined in the study. The literature strongly suggested that single parentage represented the major cause of poor achievement equally likely for males and females in all subjects. The literature also revealed that in the majority of cases, the single parent was the mother. Further, the literature disclosed that the female head-of-household usually had an income that placed the family below the poverty level (Norton, 1978). Close scrutiny of the literature caused one to deduce that perhaps the reason for poor achievement on the part of single-parent children may not be single-parentness, but the socio-economic factor instead.

In cases when the single parent obtained a second job for economic improvement, the parent-child interaction time was reduced. Also the availability of the parent to become actively involved in school related activities was limited. While the parental interest in the child was apparently high, the behavior did not reflect the same because of the involvement of making an adequate living. Parents who did not find it necessary to supplement their basic income were usually those who are well educated.

The educational level of the parent significantly affected the child's chances of success in school in several ways. An educated parent talked more

with the small child during its formative years, thus enabling the child to gain an understanding of the language. Educated parents, Black and White, provided opportunities for self-expression, decision-making and problem solving more often than less educated parents. This kind of contact with the parents enhanced the child's linguistic development which was important to school success. Children of parents of higher educational level learned the "formal" language, the grammatically expressed language of the classroom, during their formative years. This facility of the language gave them a decided advantage over children of parents with less education.

Children of less educated parents began their schooling with a handicap, probably the greatest possible handicap, that of being unable to communicate with the teachers. They learned to communicate with their parents and with persons within their restricted environment, but they did so in an "informal" or substandard language. Upon entering school they were unable to translate the language of the teacher or to express themselves in an understandable manner. Without the ability to communicate successfully, the child was unable to achieve satisfactorily.

The educated parent also carried her child to museums, plays, the zoo, the park, movies, shopping centers, beaches, libraries, and to other educational sites. Formal education influenced the use of libraries, and determined the number of books and magazines that one read and discussed with children. All of these factors contributed to a child's success in school. Children of parents with less education rarely went beyond their immediate neighborhoods and seldom read books or subscribed to newspapers or magazines.

Along with determining the home environment, the education of parents also determined the type of neighborhood in which a child lived. There

was usually a direct relationship between one's education and one's occupation. Persons with the higher level of education usually had the better, higher paying jobs. Those less educated were left with the lesser paying jobs or no jobs. One's income often dictated the kind of neighborhood in which one lived. It followed then that the better educated parent had the better jobs and lived in the better neighborhood.

The well educated parent provided a higher level of aspiration and self-concept for the child. The parent's educational level was usually the determiner of his occupational status. Children of parents of high level occupations were more likely to exhibit higher levels of academic accomplishments than those of parents of lesser occupational status.

Parental interest represented another factor significant to student academic achievement. Children whose parents showed interest in them were more successful than those whose parents did not. Children liked to please. They liked to receive praise. They liked to be loved. When parents showed interest in their children's school work, helped them with it, gave them an extra hug or kiss for their accomplishments, and visited their schools at times other than when the children encountered problems, they helped to develop a sense of pride and importance in their children. They made children feel wanted, needed and loved. This was a good feeling, so the children strove even harder to achieve, not so much to please the parent, but to receive the reward of the parents. On the other hand, when children discovered that their parents did not seem to care, they, too, began to demonstrate this attitude. Thus, interest in achieving, especially in school, became insignificant.

Oftentimes, what appeared to be disinterest was not disinterest at all. Sometimes it was the lack of time on the part of the parents. Some parents



had such a difficult time trying to provide for the family economically that it was necessary to get two jobs. Thus, active participation with child and school activities became an impossibility. Other times, especially in low income families, parental abilities were so limited that they were unable to assist their children as they desired. They encouraged their children to attend school and do well but did not become actively involved in the child's educational endeavors.

Another home factor believed to be significant in academic achievement was the size of the family to which a child belonged. A large family reduced the time that parents spent with each child. Research proved that the the quantity and quality of contact between adults and children greatly influenced a child's cognitive development. Therefore, all things being equal, it seemed that families with fewer children were able to provide a more intellectually stimulating environment than families with many children. However, this was counteracted in middle-class families where the parents were unable to provide the individual contact with the children themselves, but made provision for some adult to spend necessary time with the child. This was not the case with lower-class families. Many of those parents were unable to interact sufficiently with their children, yet they were unable to make provision for other adult interaction. One-parent families often fell into this category of low income and low child/parent contact.

In large one-parent families older children usually cared for younger children. When only children were involved, they often became "latchkey children" with only a TV for companionship. Since contact with parents was necessary for linguistic development, language development and hence mental ability were impaired.

If the two-parent family were truly a positive influence on achievement, then the length of time that a child spent in a single-parent household would determine the degree of academic success or failure. It would seem that children living in a single-parent home for a short period of time would be affected less than one who had lived in a single-parent household for an extended period of time.

Also, the child's age at the onset of single-parentage affected achievement. The common contention was that a child's behavior pattern was established the first five years of life. If this be true, then the absence of a parent during these formative years would certainly affect the child's achievement.

The home variables discussed were not restricted to single-parent children. Rather, the variables were determined to be significant to achievement of all children. Thus, whether a child was a member of a single-parent family or a two-parent family the variables were expected to have similar effects on learning.

Even though much of the literature supported the idea that a child's success in school was dependent upon family background (Coleman, 1966; Jencks, 1972) much was said about the effect of the school upon a child's learning. School, just as home, could program a child for success or failure. The school's climate, that is, the norms of the school and the expectations held for the various members of the groups greatly influenced the behavior of the students as well as that of other members of the school.

A child attending a school where he felt that he could achieve success if he tried hard enough, where his teachers demonstrated an interest in his

learning and a desire for him to get promoted and graduate from high school; where he felt that his principal, teachers, and peers expected him to achieve in his classes and to continue his education in the future; where the majority of students strove to succeed; and where the community supported a strong educational program was almost forced to work harder rather than to suffer embarrassment. The family background hampered the rate of learning but teachers improved this by spending extra time with students after school, not as a punitive measure but to provide additional assistance when and where needed.

School climate affected learning of all students. However, the extent of that influence was affected by factors outside of the school. Some such factors were the developmental level of the child, ability of the child, self-concept of the child, peer pressures and home and community environments.

The researcher was led to propose the following:

1. That achievement of single-parent children is affected by home factors other than single parentness.
2. That achievement of single-parent children is affected by school factors.
3. That achievement of single-parent children is not determined by the number of parents in the home but by the interaction of other home and school factors.

### Hypotheses

In order to examine the relationship between parentage and achievement, the following hypothesis was developed and tested.

- 1  $H_0$ : Academic achievement of students is not significantly affected by living in a single-parent household.

In order to examine the effect of maturation, the second hypothesis was developed:

- 2  $H_0$ : There is no significant difference between the effect of selected home and school variables on the academic achievement of elementary school children and middle school children.

### Summary

In summary, the basic conceptual framework of this study was that single-parentage, while significant, was not the primary cause of academic failure or success of a child. A child's success or failure in school was the result of the interaction of home and school rather than single parentness alone.

Based on the theoretical and research literature, the factors selected to be considered in this study were family size, sex of parent, interest of parent, parental perception of the school, parental education, type of single parentage, length of parental absence, age of child at initial occurrence of parent absence, parental reading habits, significant other, occupation of parent, school climate, learning environment, and maturation of the student.

## Chapter IV

### Research Methods

This study developed out of the desire to examine in a representative sample of public schools, the achievement patterns of single-parented children and to determine if single parenthood alone was a salient factor in academic performance of Black children. Atlanta was chosen as the site of the research for three reasons. First, the population to be studied was abundantly represented in the student enrollment. Second, the school system administers standardized achievement tests (California Achievement Tests) in the spring of each year. The results of which could be obtained from the Research, Evaluation, and Data Processing Department of the Atlanta Public School System. Third, Atlanta was convenient. The researcher lived in the city and was employed by the public school system of the city. This proximity to the subjects to be studied and ease of accessibility to the needed data facilitated the study.

### Population and Sampling

From nine selected low-income predominantly Black inner-city public schools, 600 students with their parents were randomly selected from the fourth and eighth grades to participate in this study.

The three hundred fourth grade students came from five elementary schools. Sixty students, three teachers and the principal were selected from each.

The eighth grade sample came from four middle schools. Seventy-five students, three teachers and the principal were selected from each for a total of three hundred students, twelve teachers and four principals.

A special effort was made to keep the socio-economic status of the schools constant by selecting those schools on the list provided by the Research, Evaluation and Data Processing Department of the Atlanta Public School System whose enrollments consisted predominantly of students who qualified for free and reduced meals.

### Instrument

Four different questionnaires, one each for the students, the parents, the teachers, and the principals were constructed to conduct the study. The questionnaires were then validated by a team of three experts in test construction and field tested to establish reliability.

Each questionnaire was designed to facilitate collecting demographic information on each subject being investigated. Student questionnaires measured home and school variables. Parent questionnaires measured home variables. Teacher and principal questionnaires measured the selected school variables.

### Administering the Instrument

#### Elementary Schools

The questionnaires were administered in September, 1984. The student questionnaires were administered by the researcher in the elementary schools and by the researcher and counselors in the middle schools. The questionnaires were read by the researcher to thirty fourth grade students at a time to insure understanding and to control reading. The students were placed in a room large enough to provide space for them to sit far enough from one another to insure individual responses. An assistant accompanied the researcher and assisted by monitoring to insure that the students marked the

corresponding responses for each item and to make certain that only one response was selected for each item.

### Middle Schools

The researcher and school counselors administered the questionnaires to the eighth grade students. The students were administered the questionnaire in groups of thirty with the same proctor used in the elementary schools. The same seating conditions prevailed as with the elementary students.

### Teachers

The teachers were asked to respond to the teacher questionnaire during the time that the student questionnaires were administered. To avoid any interaction between the students and the teachers, the teachers were asked to leave the room during student questionnaire administration. Those teachers who were not able to answer the questionnaire were asked to complete it overnight and return it to the proctor the following morning.

### Principals

The principal questionnaires were sent through the school mail one week prior to administering the student questionnaires in his/her school. The principals were asked to return the questionnaire either by school mail or to return it to the proctor when the parent and teacher questionnaires were collected at the school.

### Parents

The parent questionnaires were taken home by the students. The parents were asked to return them by their children the following day in the envelope provided. The students gave the questionnaires to their teachers or counselor who passed them on to the monitors. Provisions were made for the teachers or counselors to send other questionnaires received later to the researcher via school mail.

Identical numbers were placed on the student and parent questionnaires for matching purposes. Students were paid for returning parent questionnaires.

### Gathering Other Data

Data on reading achievement were obtained from each school by special permission from the parents. The teachers and counselors identified those students performing at or above the national norm in reading by placing an A on the questionnaire as it was collected.

### Processing the Data

Data from all of the schools were collected, categorized and compiled. A table was constructed to indicate the number of participants contributing information and the categories which they represented (Table 4.1).



Table 4.1  
Subjects of the Study

Category	Grade Level		Total
	Elementary	Middle	
Students	300	300	600
Parents	225	219	444
Teachers	15	12	27
Principals	5	4	9

Items on the questionnaire were grouped into categories and analyzed to establish validity. Refer to Tables 3.2, 3.3, 3.4 and 3.5 for results. Those items having a correlation of less than 0.3 were deleted from the final questionnaire (Guilford, 1973).

#### Student Questionnaire

- Group
1. Significant other
  2. Parental interest
  3. Perceived parental expectation
  4. Learning environment
  5. Perception of parents' perception of school

#### Parent Questionnaire

- Group
1. Reading habits of parents
  2. Significant other
  3. Parental expectations
  4. Parental interest
  5. Perception of school

#### Principal Questionnaire

- Group
1. Learning environment
  2. Perception of parents
  3. School climate

#### Teacher Questionnaire

- Group
1. Learning environment
  2. Perceived teacher responsibility
  3. Perception of parents
  4. School climate

Mean scores for each independent variable were calculated to demonstrate those characteristics that described those family factors, and school factors most prevalent in each group.

Table 4.2

## Item Analysis of Student Questionnaire

Item	Correlation
<u>Significant Other</u>	
6. Another adult who spends time with student	0.4506
8. Someone else help with homework	0.2331
<u>Parental Interest</u>	
7. Parent help with homework	0.6464
10. Problem with teacher	0.2257
11. Discussions with parent	0.5420
12. Make bad grades in school	0.7047
14. Little improvement in school	0.3012
<u>Perceived Parental Expectations</u>	
9. Future educational expectations	0.8825
13. Caliber of student	0.6224
<u>Learning Environment</u>	
15. Teacher interested in only smart students	0.4678
16. Teacher doesn't praise	0.3961
17. Teacher doesn't spend enough time	0.3458
18. Teacher fusses and blames class	0.3795
19. Teacher very strict	0.2359
20. Learning but given same grade	0.3481
21. Students with bad grades praised	0.2090
22. Teacher thinks I am better	0.2489
23. Teacher thinks I am equal	0.3648
24. Teacher thinks I am inferior	0.4626
25. Teacher expects most to learn	0.4284
26. Teacher thinks I can complete college	0.5292
27. Teacher tells us to do better than classmates	0.2148
28. Teacher works us too hard	0.0298
29. Teacher helps poor performing students	0.4321
30. Teacher doesn't care	0.2803
31. Teacher uses different testing methods	0.2717
32. Teacher expects all to make good grades	0.2595
<u>Perception of Parent's Perception of School</u>	
33. Teachers don't spend enough time	0.6969
34. Teachers are unfriendly	0.7013
35. School not as good as most	0.6744

Table 4.3

## Item Analysis of Parent Questionnaire

Item	Correlation
<u>Reading Habits</u>	
9. Library card	0.5180
10. Subscribe to newspaper	0.5336
11. Subscribe to magazines	0.6548
12. Recently read magazine article	0.7146
13. Number recently read books	0.6245
14. Title recently read books	0.6815
15. Discuss readings with children	0.5596
16. Title of discussed readings	0.7655
<u>Significant Other</u>	
17. Another adult living in house	0.4705
18. Community person showing interest	0.7331
<u>Expectations and Aspirations</u>	
19. First choice child occupation	0.4931
20. Second choice child occupation	0.4707
24. Future educational expectation	0.3703
25. Type of student	0.3661
45. Not to learn as much as others	0.3947
<u>Interest</u>	
21. Coach child	0.4491
22. Help with homework	0.2839
23. Attend special class away from school	0.1816
26. Problem with teacher	0.4464
27. Visit school for learning	0.4767
28. Visit school for behavior	0.3228
30. Discussions with child	0.5797
31. Child encounters problem	0.5034
43. Interaction with child	0.3266
<u>Perception of School</u>	
32. Teacher only interested in smart students	0.4607
33. Teacher doesn't praise child	0.5817
34. Teacher too strict	0.4400
35. Teacher doesn't spend enough time	0.6490
36. Teachers don't care if no learning occurs	0.5914
37. Teachers cannot control students	0.5841
38. Teachers make me uncomfortable	0.5611
39. Principal cannot control students	0.6420
40. School one of best in city	0.5968
41. Staff not considerate of different life styles	0.5968
42. Teachers don't expect much of single-parent children	0.5414

Table 4.4

## Item analysis of Teacher Questionnaire

Item	Correlation
<u>Learning Environment</u>	
1. Praise children who don't do well	0.1708
2. Standards for grading	0.2262
3. I. Q. no determiner of expectations	0.1375
4. Individual differences considered in grading	0.2971
5. Weak students tested differently	0.1315
6. Students given unearned grades for encouragement	0.1930
10. Most students not interested in school	0.0564
11. Most students highly motivated	0.4419
12. Completion of high school realistic for most	0.6447
13. Majority students assume responsibility	0.2467
15. Majority students make <u>A</u>	0.6038
16. Majority will achieve in high school	0.0553
17. Students will attain college degree	0.2628
18. Students will be unemployed, unskilled, semi-skilled	0.1411
19. Majority students make B	0.3721
20. Majority students make C	-0.3169
21. Majority students make D	-0.4607
22. Majority students receive _____	0.5096
23. "Stay on Backs" of students	-0.0973
24. Expectations low because of backgrounds	0.3323
25. Revise teaching methods if students criticize	0.6559
26. Sarcasm good disciplinary method	0.3745
27. Students not contradict teacher in class	0.3694
28. Majority students expected to perform below norm	0.4469
29. Single-parent students have difficulty performing well	0.2005
30. Single-parent students likely perform lower than others	0.3825
31. Little teachers can do to improve achievement	0.6079
32. I.Q.'s determine achievement	-0.0192
33. Each child expected to perform well	0.3235
<u>Perception of Parents</u>	
34. Expect child to perform well	0.4092
35. Most don't care about low achievement	0.4892
36. Can influence grading policy to improve grades	0.4378
37. Value teacher's efforts	-0.0101
<u>School Climate</u>	
38. Mutually acceptable solutions sought	0.6131
39. No attempt by principal to change teachers' attitude, etc.	0.5378
40. Principal explains reasons for actions	0.2470
41. Principal explains feelings when interaction occurs	0.7399
42. Principal shows concern for teachers' problems	0.5263
43. Principal attempts to protect teachers	0.7867
44. Principal concerned with fairness in decisions	0.7727
45. Principal assists in problem solving	0.6905
46. Principal exerts effort to find reasons for improper behavior	0.7415
47. Principal makes you aware of own feelings during interaction	0.8013

Table 4.5

## Item Analysis of Principal Questionnaire

Item	Correlation
<u>Learning Environment</u>	
1. Praise children who don't do well	0.6385
2. Standards for grading	0.4657
3. I.Q. no determiner of expectations	0.2139
4. Individual differences considered in grading	0.6448
5. Weak students tested differently	-0.7271
6. Students given unearned grades for encouragement	0.0713
7. Teach academic subjects primary goal of teacher	0.9017
8. Teacher responsible for student achievement	0.5087
9. Teach personal growth and development primary goal of teacher	0.7271
10. Most of students not interested in school	0.9743
11. Most students highly motivated	99.0000
12. Completion of high school realistic for most	0.9743
13. Majority students assume responsibility	-0.2938
14. Students will be unemployed, unskilled, semi-skilled	0.9743
15. "Stay on backs" of students	0.6791
16. Expectations low because of backgrounds	0.7271
17. Revise teaching methods if students criticize	0.2938
18. Sarcasm good disciplinary method	0.7271
19. Students not contradict teacher in class	0.7953
20. Majority students expected to perform below norm	0.9743
21. Single parent students have difficulty performing well	0.7393
22. Single parent students likely perform lower than others	0.5377
23. Little teacher can do to improve achievement	0.0713
24. I.Q.'s determine achievement	0.2139
25. Each child expected to perform well	0.7271
<u>Perception of Parents</u>	
26. Expect child to perform well	0.5774
27. Most don't care about low achievement	-0.3333
28. Can influence grading policy to improve grades	-0.1741
29. Value teacher's efforts	99.0000
<u>School Climate</u>	
30. Mutually acceptable solutions	0.8704
31. No attempt by principal to change teacher attitude, etc.	0.5222
32. Principal explains reasons for action	0.8704
33. Principal explains feelings when interact with teachers	0.1741
34. Principal shows concern for teachers' problems	99.0000
35. Principal attempts to protect teachers	0.8704
36. Principal concerned with fairness in decisions	99.0000
37. Principal assisted in problem solving	99.0000
38. Principal exerts effort to find reasons for improper behavior	99.0000
39. Principal makes teacher aware of own feelings during interaction	0.6364

Correlation coefficients of the subfactors of home, school, and achievement criterion were calculated and reported. These were examined in relation to the theoretical framework and hypotheses.

A correlation matrix was constructed to demonstrate the intercorrelation of the variables and served as the basis for regression analysis with respect to the hypothesis.

Multiple correlation was used to determine the influence of the variable in combination. Multiple R gave the correlation of one variable with a battery of others and at the same time it determined the optimum beta coefficients for making this correlation a maximum.

## Chapter V

### Data Analysis

In this chapter data were analyzed and discussed as they related to the two hypotheses. The first part of the chapter was devoted to demographics of subjects. In the second section the results of the responses were analyzed in the following order:

1. Relationships between home variables and achievement
2. Relationships between school variables and achievement
3. Interrelationships between home and school variables

The relationships between home variables and achievement were analyzed in relation to hypothesis  $H_0$ : academic achievement of students is not significantly affected by living in a single-parent household. Student responses and parent responses were used to test this hypothesis. Data were analyzed separately.

The relationships between school variables and achievement were measured by responses on the teacher and principal questionnaires.

Results of responses on matched questionnaires of students, their parents, their teachers and principals were analyzed to show the interrelationships between home and school variables. Data were interpreted and discussed in relation to each of the hypothesis.

## Findings

### Demographic Information

#### Students

Six hundred students responded, three hundred fourth and three hundred eighth grade students. Twenty of the students lived with neither parent, one hundred seventy-one lived with both parents, and four hundred-nine lived with one parent. Twenty of the students who lived in single parent homes lived with their fathers.

Of all students responding, 153 paid full price for their meals. The majority of the single-parent students, 356, received free or reduced price meals. With 389 students living with mother only, the 356 who received free or reduced meals indicated an extremely high correlation between low socio-economic status and female headed households.

Sixty-seven of the single-parented students had no siblings. One hundred thirty-seven had one sibling, one hundred-thirteen had two siblings, and ninety had three or more siblings living with them. Sixty-three percent of the single-parent students and fifty-one percent of the non-single parent students were performing on or above the national norm in reading (Tables 5.0, 5.1 and 5.2).

#### Parents

Five hundred-fourteen parents responded to the questionnaires. Of these responding, three hundred ninety-six were single parents. One hundred fifty-four (39%) had never married, one hundred-one (26%) were separated, one hundred thirty-four (34%) were divorced, and seven (2%) were widowed.



Table 5.0  
Demographics of Student Subjects

Family Type	Number	Socio-economic Status		Sibling Size				Academic Status		Grade Level	
		Full Pay	Free or Reduced	None	One	Two	Three or More	Below National Norm	On or Above National Norm	Elem.	Middle
Neither Parent	20	19	1	19	0	1	0	7 (35%)	13 (65%)	10	10
Both Parents	171	91	79	27	18	67	59	86 (50%)	85 (50%)	72	99
Single Parents	409	43	365	67	137	113	90	152(37%)	257(63%)	218	191

Table 5.1

## Demographics of Non-Single-Parent Students

No.	Family Type		Socio-economic Status		Sibling Size				Academic Status		Grade Level	
	Neither Parent	Both Parents	Free or Reduced	Full Pay	None	One	Two	Three or More	Below National Norm	On or Above National Norm	Elem.	Middle
191	20	171	80	110	46	18	68	59	98 (51.3%)	93 (48.7%)	82	109

Two hundred eighty-eight (73%) of the single parents had been single parents more than six years. Two hundred fifty-seven (65%) had children who were less than six years old at the onset of their single-parent status. Two hundred had three or more of their children living with them.

All of the single-parent respondents, with the exception of two, were females. One hundred forty-two of them had less than a high school education (36%), one hundred-ten (30%) had a high school diploma, ninety-six (24%) had attended a trade school or college, and forty-six (12%) had a college degree or above. One hundred sixty-five (42%) were unemployed, one hundred sixty-nine (43%) held unskilled or semi-skilled jobs, and sixty (15%) held skilled or professional positions.

The reading habits of the parents correlated closely with their educational backgrounds. Two hundred forty-four (62%) did not subscribe to a daily newspaper or to a magazine; two hundred-three (51%) had not read a magazine or book recently, and two hundred-twelve (54%) did not discuss their readings with their children (Table 5.3).

#### Principals and Teachers

Twenty-seven teachers responded to the questionnaires, fifteen elementary and twelve middle school. Twenty of them had worked ten or more years. The majority of them (19) held degrees beyond the Bachelor's level.

Table 5.2

## Demographics of Single-Parent Students

NO.	Family Type		Socio-Economic Status		Sibling Size				Academic Status		Grade Level	
	Father Only	Mother Only	Free or Reduced	Full Pay	None	One	Two	Three or More	On Or Above National Norm	Below National Norm	Elem.	Middle
409	20	389	356	43	67	137	113	90	257 (62.9%)	152 (37.1%)	218	191

Table 5.3

## Demographics of Single Parents

Family Structure	Length of Single Parentage	Age of Child at Onset	Family Size	Sex	Education	Reading Habits
Never married	More than six years	More than six years	More than three children	Male	Less than high school	Subscribed to newspaper or magazine
154	288	139	200	2	142	150
Separated	Less than six years	Less than six years	Less than three children	Female	High School Diploma	Read current magazine or book
101	108	257	196	394	110	191
Divorced					Attended trade school or college	Discussed readings with child
134					96	182
Widowed					College degree or above	
7					46	

Each principal from each of the sampled schools responded for a total of nine. Eight had worked as principals for five or more years. Four of them held a master's degree and five held a degree beyond the master's level but less than a doctorate.

Table 5.4  
Principal and Teacher Characteristics

Characteristics	Teacher	Principal
<u>Level</u>		
Elementary	15	5
Middle	12	4
<u>Experience</u>		
1 - 4 years	3	1
5 - 9 years	4	4
10 years of more	20	4
<u>Educational Preparation</u>		
Bachelor's Degree	5	
Beyond Bachelor's not Master's	3	
Master's Degree	9	4
Beyond Master's not Doctorate	10	5

### Relationship Between Home and Achievement

Hypothesis 1  $H_0$ : Academic achievement of students is not significantly affected by living in a single-parent household.

To test hypothesis 1  $H_0$ , student and parent questionnaires were analyzed. Responses on their questionnaires measured home factors. Unmatched responses from each were analyzed in this section.

### Student Questionnaires

#### Results of Factor Analysis of All Student Questionnaires at All Levels

This hypothesis was tested by factorally analyzing the data from student questionnaires on all levels. In Table 5.5, parental interest, learning environment and perceived parental perception of the school loaded in Factor 1 with academic achievement. This was indicative of a significant relationship between these three variables and tended to support the hypothesis.

The grouping of the variables in Factor 1 was supported by the following literature: Coleman (1966), Jencks (1972), and Lambert and Hart (1976) who found parental interest significant to academic achievement in their studies. Davidson and Greenberg (1969) demonstrated the relationship between achievement and parental interest in their study of elementary students in New York's Harlem. Smith (1972) upon analyzing and reanalyzing the Coleman report found a significant relationship between parental perception of the school and achievement.

Table 5.5

Results of Factor Analysis of All Variables at All School levels  
from Student Questionnaires (Unmatched) (N=600)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Academic Achievement	0.75367	-0.30003	0.23263	-0.16609	0.13934
Sex	-0.17796	-0.43338	-0.24482	-0.35627	0.24977
Grade	-0.07444	0.35170	0.42872	0.35788	0.33132
Family Type	0.17448	-0.26686	-0.00908	0.76529	0.26255
Economic Status	0.14651	0.47872	0.43893	-0.15005	0.19251
Family Size	0.01292	-0.10860	-0.47314	0.01628	0.66059
Significant Other	0.10689	0.53482	-0.05216	-0.24500	0.40363
Parent Interest	0.75432	-0.19092	0.14689	-0.19852	0.22923
Parental Expectation	0.44245	0.44922	-0.30522	-0.07680	-0.17732
Learning Environment	0.74352	0.04449	-0.19759	0.06826	-0.12671
Parental Perception	0.63332	0.14409	-0.27505	0.24446	-0.23150

Results of Regression Analysis of All Variables at All School Levels From  
Single-Parent Student Questionnaires

The hypothesis 1  $H_0$  that academic achievement of a student is significantly affected by living in a single-parent household was also tested by regression analysis of student questionnaires from all levels. Refer to Table 5.6 for results. The single most powerful contributor to academic achievement was found to be parental interest, that which in other studies was determined to be significant for non-single-parent students also. Hypothesis 1  $H_0$  was accepted.

Pearson's correlation of all variables with the achievement criterion found in Appendix D further accepted the hypothesis.



Table 5.6

Results of Regression Analysis of All Variables at all School Levels From Single-Parent Student Questionnaires (Unmatched) (N=409)

ARIABLES	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	BETA
sex	0.02446	0.00060	0.00600	-0.02446	0.00813
grade	0.04535	0.00206	0.00146	-0.03616	0.02289
family Type	0.09569	0.00916	0.00710	0.08354	-0.00303
economic Status	0.10667	0.01138	0.00222	0.03847	-0.03560
family Size	0.10727	0.01151	0.00013	-0.00810	-0.03657
significant Other	0.10732	0.01152	0.00001	0.00174	0.02123
parent Interest	0.65590	0.43020	0.41868	0.09497	-0.59474
parental Expectation	0.65593	0.43024	0.00004	0.65273	0.06659
learning Environment	0.67640	0.45752	0.02728	0.39033	0.15486
parental Perception	0.68004	0.46246	0.00494	0.27722	0.08125
CONSTANT)					

Results of Factor Analysis of Student Questionnaires on the  
Elementary School Level (Unmatched)

Factor analysis (Table 5.7) indicated a grouping of family type, parental interest, learning environment, and perceived parental perception of the school with the criterion of achievement in Factor 1. Sex of the student and family size loaded together. Socio-economic status and parental expectation did not load with any of the other variables. The loading in Factor 1 again supported the hypothesis that single-parentage in and of itself does not affect academic achievement.

The loading of the variables in Factor 1 on the elementary level was the same as the loading in Factor 1 when all students were studied together excepting family type. Family type did not load with any of the selected variables when all students were combined.

Family type was found to be significant for academic success by Santrock (1972). The Santrock study included 343 lower-class junior high boys and girls, 286 with father absent. Father-absent families were classified by onset and type (death or divorce, desertion, or separation). Stanford Achievement Tests were used to measure achievement. The findings were that absence due to divorce, desertion or separation influenced achievement to a greater degree than did absence caused by death. In this study, single parentness caused by divorce influenced achievement to a greater degree (negatively) than did any of the other causes of single-parentness.

Table 5.7

Results of Factor Analysis of Student Questionnaires  
on the Elementary School Level (Unmatched) (N=218)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Academic Status	0.79647	0.07627	-0.39485	0.02728	-0.01381
Sex	0.22161	0.57260	0.29769	-0.27225	-0.03657
Grade	-0.01606	0.32350	0.62904	-0.21692	0.05212
Family Type	0.52682	-0.15991	0.35506	0.24580	-0.25879
Economic Status	-0.03941	-0.42987	0.23904	0.54573	-0.27946
Family Size	0.00327	0.80381	0.13649	0.38047	0.00536
Significant Other	0.13139	-0.35696	0.63393	0.12076	0.19650
Parent Interest	0.73795	0.27770	-0.10003	0.44315	0.14469
Parent Expectation	0.24446	-0.21261	0.05386	0.02550	0.87263
Learning Environment	0.67279	-0.15466	-0.19662	-0.25243	-0.13689
Parental Perception	0.62186	-0.19261	0.30582	-0.40748	-0.17461

Ferri's findings (1976) indicated no affects on reading and arithmetic in children whose father was absent due to death or illegitimacy. Clark's findings (1961) were similar to those of Ferri.

The Correlation Matrix (Appendix E) shows the same relationships found in the factor analysis. Again, family type, parental interest, learning environment, and parental perception of the school show significant correlations with the achievement criterion. Once again, hypothesis 1  $H_0$  was accepted.

Results of Regression Analysis of All Variables on Student Questionnaires  
on the Elementary Level

The hypothesis was accepted by the results of regression analysis of the data (Table 5.8). The greatest contributor to academic achievement was parental interest, followed by learning environment. Students on the elementary levels exhibited similar relationships with achievement as did students on all levels when studied together.

Table 5.8

Results of Regression Analysis of All Variables on Student Questionnaires  
on the Elementary School Level (Unmatched) (N=218)

Variables	Multiple R	R Square	RSQ Change	Simple R	Beta
Sex	0.02799	0.00078	0.00078	0.02799	-0.12332
Grade	0.13108	0.01718	0.01640	-0.12318	-0.07767
Family Type	0.22202	0.04929	0.03211	0.17597	-0.10380
Economic Status	0.26317	0.06926	0.01997	-0.12249	-0.12723
Family Size	0.26551	0.07049	0.00123	0.01402	-0.02851
Significant Other	0.27238	0.07419	0.00370	-0.07332	-0.07475
Parent Interest	0.65882	0.43404	0.35985	0.61453	0.55786
Parental Expectation	0.66110	0.43705	0.00301	0.08397	-0.06458
Learning Environment	0.76354	0.58299	0.14594	0.55626	0.36754
Parental Perception	0.77697	0.60367	0.02069	0.30489	0.17486

Results of Factor Analysis of All Variables From Student Questionnaires  
on the Middle School Level

With respect to the hypothesis 1  $H_0$ , there is no significant relationship between living in a single-parent household and academic achievement, factor analysis of responses of students on the middle school level (Table 5.9) grouped learning environment, parental interest, perceived parental perception of the school parental expectation, significant other, sex of the student and economic status with achievement. The grouping in Factor 1 indicated that achievement on the middle school level was influenced by many home factors. The hypothesis was accepted on this level also.

Results of Regression Analysis of All Variables from Student  
Questionnaires on the Middle School Level

When hypothesis 1  $H_0$  was tested on the middle school level by regression analysis (Table 5.10), it was accepted. Again parental interest proved to be the most important contributor to academic success of students from single-parent families. Parental perception of the school followed in importance. The same factors which affected all students affected single-parent students as well.

Table 5.9

Results of Factor Analysis of Single-Parent Student Questionnaires  
on the Middle School Level (Unmatched) (N=191)

Variables	Factor 1	Factor 2	Factor 3	Factor 4
Academic Status	0.70346	0.33481	0.31667	0.14845
Sex	-0.47580	0.39363	0.06993	0.46310
Grade	0.31934	-0.57717	0.40982	0.28331
Family Type	0.09607	0.27024	0.62515	-0.46131
Economic Status	0.47360	0.45041	0.09147	0.00486
Family Size	0.12998	-0.28396	0.51488	0.57531
Significant Other	0.52513	0.11632	-0.40839	0.19646
Parent Interest	0.67904	0.49673	-0.12323	0.26346
Parental Expectation	0.54364	-0.47847	-0.20559	-0.08788
Learning Environment	0.77129	-0.21013	-0.31389	0.02442
Parental Perception	0.64348	-0.06604	0.25072	-0.40474

Table 5.10

Results of Regression Analysis of Single-Parent Student Questionnaires  
on the Middle School Level (Unmatched) (N=191)

Variables	Multiple R	R Square	RSQ Change	Simple R	Beta
Sex	0.07834	0.00614	0.00614	-0.07834	0.14320
Grade	0.22966	0.05274	0.04661	0.22606	0.14885
Family Type	0.30665	0.09403	0.04129	0.21579	0.16249
Economic Status	0.42530	0.18088	0.08685	0.29242	-0.06423
Family Size	0.42536	0.18094	0.00005	0.10971	0.07797
Significant Other	0.45759	0.20939	0.02845	0.20835	-0.11970
Parent Interest	0.71747	0.51476	0.30537	0.64116	0.59876
Parental Expectation	0.71750	0.51480	0.00004	0.13151	-0.14541
Learning Environment	0.73674	0.54279	0.02799	0.39260	0.21800
Parental Perception	0.78567	0.61728	0.07449	0.44412	0.32557

### Summary

Student data were analyzed to test the two hypotheses. Hypothesis 1  $H_0$ , academic achievement of students was not significantly affected by living in a single-parent home, was accepted for all students studied together and studied separately according to educational levels. Student data indicated that academic achievement of students was not significantly affected by living in a single-parent household.

Student data were analyzed to test the second hypothesis 2  $H_0$ , there is no significant difference between the effect of selected home and school variables on the academic achievement of elementary school children and middle school children. Findings were that there was a difference between the effects of home and school variables on students' achievement at the elementary and middle school levels.

### Parent Questionnaires

Data from parent questionnaires were analyzed to test each hypothesis.

Hypothesis 1  $H_0$ : Academic achievement of students is not significantly affected by living in a single parent household.

### Results of Factor Analysis of All Parent Questionnaires at All Levels

The hypothesis was accepted by parent data. Table 5.11 showed the grouping of parental occupation, parental education, and parental reading habits with achievement in Factor 4. The relationship shown by the grouping supported the findings of Allen (1978), Duncan (1967), and

Reid (1964) who also found those variables significant in the determination of academic success. The results of this data indicated that achievement of single-parent students was affected by the same factors that affected all other children.

#### Results of Regression Analysis of All Parent Questionnaires at All Levels

Regression analysis (Table 5.12) indicated that even though the selected variables did not contribute heavily to academic achievement, those that contributed were parental occupation, age of child at onset of single-parentage and length of single parentage. Parental interest was found to be significant in other studies previously cited.

Length of single parentage proved to be insignificant by Sutton, Smith, Rosenberg, and Landy (1968) in their study of middle and lower middle class college sophomores whose fathers had been absent for two or more years. Their findings indicated that duration of absence had no effect, but the age of the child did. They found that absence during both ages 0-4 and 5-9 had greater affects than at 0-4 only or at any later age period. Biller and Bahm found similar results for children whose parents separated after they were five.

In a study of 292 children aged 8-13 attending a psychiatric clinic, Maxwell (1961) found that absence after age five was negatively related to comprehension, coding vocabulary and picture arrangement. There was no affect demonstrated for absence before the age of five.

Analysis of the data of the study closely resembled the results of Maxwell. More of the students who either never had fathers or whose parents

were divorced or separated before they were five scored on or above the national norm than those whose parents were divorced or separated after the age of five.

### Summary

Parents responded to questionnaires which measured home variables. The data accepted the hypothesis that academic achievement of students is not significantly affected by single parentage. The responses revealed that parental occupation, length of single-parentage, and the age of the child at onset of single parentage were the home factors which influenced achievement. The age of the child at onset of single-parent status inversely affected achievement.

### The Relationship Between School Variables and Achievement

#### Results of Factor Analysis of Teacher and Principal Questionnaires

School factors were measured by the teacher and principal questionnaires. The variables investigated were learning environment and school climate. Learning environment referred to the degree of motivation by the teacher and teacher expectations. School climate referred to the degree to which the principal was considering and task oriented.

Factor analysis of the data loaded learning environment with achievement. Teacher experience and education level also grouped with the criterion. The loading indicated that achievement of the students was enhanced when teachers were well-trained, experienced, and provided a conducive learning environment (Table 5.13).



Table 5.11

Results of Factor Analysis of All Variables from Parent Questionnaires  
on All Levels (Unmatched) (=396)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Academic Achievement	0.19990	0.06135	-0.09268	<u>0.68934</u>	-0.10033	-0.24000
Marital Status	0.46498	<u>-0.53720</u>	0.41525	<u>-0.01794</u>	-0.07637	-0.10297
Length Single	0.02602	<u>0.45344</u>	<u>0.79918</u>	0.08145	0.22853	-0.17665
Age of Child	0.07398	0.39883	<u>0.86180</u>	0.07813	0.17177	-0.13069
Family Size	0.21883	-0.04766	<u>0.25652</u>	0.03620	0.21634	<u>0.63617</u>
Sex	0.36509	<u>0.78694</u>	-0.27555	0.02428	0.12614	<u>0.08733</u>
Parent Occupation	0.08321	<u>0.08321</u>	-0.00905	<u>0.52633</u>	-0.45847	-0.26336
Education	0.27963	-0.36836	0.03091	<u>0.42848</u>	-0.12992	0.22247
Reading Habits	0.10379	0.15548	0.14403	<u>0.46210</u>	-0.35903	0.32026
Family Type	0.27124	<u>0.73773</u>	-0.26047	<u>0.09980</u>	0.03278	0.22224
Significant Other	<u>0.75638</u>	<u>0.27769</u>	-0.05194	-0.03539	-0.06254	0.24105
Expectation	<u>0.68530</u>	0.35829	-0.12763	0.12871	-0.07978	-0.02243
Parent Interest	<u>0.64676</u>	0.10457	-0.04681	-0.14137	0.06860	0.25264
Perception of School	<u>0.56747</u>	0.22239	-0.17045	-0.33443	0.08550	-0.31234
School type	<u>0.15126</u>	-0.21342	-0.42970	0.38351	<u>0.53419</u>	-0.09110

Table 5.12

Results of Regression Analysis of All Variables from Parent Questionnaires  
on All Levels (Unmatched) (N=396)

Variables	Multiple R	R Square	RSQ Change	Simple R	Beta
Marital Status	0.01040	0.00011	0.00011	0.01040	0.02925
Length Single	0.08925	0.00797	0.00786	0.08400	<u>0.20721</u>
Age of Child	0.09894	0.00979	0.00182	0.03468	<u>-0.21636</u>
Family Size	0.09905	0.00981	0.00002	0.00264	<u>0.00700</u>
Parent Occupation	0.31049	0.09641	0.08541	0.28794	<u>0.27455</u>
Education	0.34013	0.11569	0.01928	0.16312	<u>0.08789</u>
Reading Habits	0.36851	0.13580	0.02011	0.17522	0.15549
Significant Other	0.37885	0.14353	0.00608	0.08518	0.02474
Expectation	0.38193	0.14587	0.00234	0.11663	0.03998
Parent Interest	0.38586	0.14889	0.00302	0.05099	0.06428
Perception of School	0.38870	0.15109	0.00219	-0.03512	-0.08453

Table 5.13

## Results of Factor Analysis of Teacher and Principal Questionnaires

Variables	Factor 1	Factor 2	Factor 3
Academic Achievement	<u>0.71162</u>	-0.46153	-0.15213
Experience	<u>0.78400</u>	-0.47281	-0.16348
Education	<u>0.73890</u>	0.21088	0.36470
Learning Environment	<u>0.63343</u>	0.23006	0.37923
Perception of Parent	<u>0.33456</u>	0.30145	<u>0.71527</u>
Climate	0.15194	-0.62475	<u>0.65722</u>
School Type	0.06849	<u>0.85576</u>	<u>0.12670</u>

Similar findings were evidenced in the research conducted by Brookover, et al (1979). Using the school as the unit of analysis, Brookover's findings demonstrated that where the expectations were highest and where the staff was committed to seeing that learning took place, achievement was higher. Further, they found that in Black schools, parent involvement significantly affected the achievement of the students.

Edmonds (1982), in his study of effective schools, also found student's performance positively correlated with teacher expectations.

Factor 3 showed a loading of school climate with teacher and principal perception of the parent and not with achievement as was indicated by the Brookover studies. However, close analysis of the studies indicated that the differences in the findings could possibly be explained by the manner in which the variables of this investigation were defined. Also, the Brookover studies used the school as the unit of analysis and this investigator used the individual classrooms as the unit of analysis.

In this investigation, school variables were divided into two separate divisions--learning environment and school climate. Learning environment was defined as the degree of motivation by the teacher and the teacher expectations. School climate was defined as the degree to which the principal was considering and task oriented.

In the Brookover studies, school climate was defined as teacher behavior and principal behavior, the school social structure and the social-psychological norms, expectations, and feelings. Thus, in the definition of the school climate variable, Brookover included as one that which this investigation measured separately.

#### Interrelationships Between Home and School Variables and Achievement

According to the literature, there was evidence to support the theory that single parentness caused academic failure of students from one-parent families. The investigator set out to prove that single-parentness, in and of itself, was not the cause of academic failure. Other factors of home and school impact upon the single-parent home which caused failure.

Questionnaires of the sampled single-parent students were extracted from the total number sampled. These were then matched with the questionnaires of their parents, teachers, and principals. The data were fed into the computer and the results analyzed to test each hypothesis.

Hypothesis 1  $H_0$ : Academic achievement of students is not significantly affected by living in a single-parent household.

## Results of Factor Analysis of Matched Data of Home and School

### Factors and the Achievement Criterion

To test hypothesis 1  $H_0$ , matched data of home and school factors were factorally analyzed. The analysis showed a loading of father occupation and parental education with academic achievement (Table 5.14). Loading of this nature indicated a significant relationship between academic success of the student and the father's occupation and parents' education (Table 5.14). Thus, living in a single-parent household was not significant to academic success when other factors were in place. Therefore, hypothesis 1  $H_0$  was accepted.

It should be noted that academic achievement loaded heavily in Factor 2 with mother occupation, parental interest, parental perception of the school, parental expectation, and learning environment. The near equal loading, there was only a difference of .04853 in the loading of academic achievement in the two different factors, indicated that achievement was also strongly influenced by the variables in Factor 2 as well.

Table 5.14

Results of Factor Analysis of Matched Data of Home and School Variables  
and the Achievement Criterion (N=396)

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Academic Achievement	0.23421	<u>0.34477</u>	-0.08423	-0.07955	0.33760	-0.39330	0.25486
Mother Occupation	0.32382	<u>0.39955</u>	0.31477	-0.28390	0.22407	-0.20830	-0.20634
Father Occupation	-0.25458	<u>0.10415</u>	-0.15544	0.29284	0.39859	<u>-0.61809</u>	-0.09086
Parentage Reading Habits	-0.00057	-0.22777	-0.18466	0.20412	0.08564	0.22780	<u>0.73908</u>
Parent Interest	0.37552	<u>0.63777</u>	-0.15684	0.35626	0.08538	0.00185	<u>0.01744</u>
Parent Expectation	0.30145	<u>0.45073</u>	-0.13668	0.34560	-0.06915	0.06999	0.03820
Family Size	<u>-0.32169</u>	<u>-0.11463</u>	-0.29533	0.26928	0.13540	0.07952	0.15083
Family Type	<u>-0.56305</u>	0.14312	0.28268	0.22875	0.24847	0.03706	0.15244
Significant Other	<u>-0.36143</u>	0.0885	<u>0.50798</u>	0.27586	0.03476	0.08039	0.00441
Parental Perception of School	0.29954	<u>0.61950</u>	-0.28026	0.29313	-0.21876	0.11788	0.03824
Parent Education	0.33178	<u>0.14452</u>	-0.03344	-0.14622	-0.01546	<u>-0.55683</u>	0.13410
Length of Single Parentage	0.40913	-0.26861	0.26766	0.35360	<u>0.56115</u>	0.25916	-0.13642
Age-Child at Initial Stage	<u>0.62769</u>	-0.26362	0.24066	0.35161	0.49755	0.21955	-0.13332
Sex-Single Parent	<u>-0.40470</u>	0.28621	<u>0.69195</u>	0.20167	-0.08176	0.12612	-0.06456
Cause of Single Parentage	0.53367	-0.17697	<u>-0.58399</u>	-0.12568	0.19249	0.11634	-0.02839
Learning Environment	-0.09310	<u>0.49844</u>	<u>-0.06066</u>	-0.45856	0.39946	0.30644	-0.07211
School Climate	<u>-0.65546</u>	<u>0.01149</u>	-0.47466	0.24277	0.33871	-0.02326	-0.12906

The loading of the three home variables indicated a greater influence of home variables on achievement than school variables. Reid's study (1964) found home factors to be the greater contributor also. The home factor exerting the greatest influence was parental education interest which included parental reading habits, parental interest and parental expectation, some of the same factors found in this investigation.

Occupational level did not make a significant contribution in Reid's investigation of home and school factors as was found in this one. But parental occupational level was singled out as a contributing factor in several investigations. Maternal occupational status showed high correlation with aspirations of Blacks in Allen's (1978) study. Further, the evidence indicated that mother's among Blacks are the parents who contribute most to the determination of son's eventual level of aspiration.

#### Results of Regression of Matched Data of Home and School Variables and the Achievement Criterion

Table 5.15 indicated that father occupation was the greatest contributor to academic success. This was followed, in significance, by an inverse relationship with school climate.

While the results indicated that achievement was determined by both, home and school factors, they also pointed to home factors as the greater contributor.

The most surprising, as well as interesting, finding was that father occupation was the greatest contributor to achievement in a single-parent situation. The only explanation that seemed feasible was that all of the single-parent students whose fathers' occupations were listed, proportionally

a greater percentage of those whose fathers' occupations were skilled or professional scored on or above the national norm than those students whose fathers held unskilled or semi-skilled occupations.

Once again, the data accepted the hypothesis that academic achievement of single-parent students is not significantly affected by living in a single-parent family.

To test hypothesis 2  $H_0$ : There is no significant difference between the effect of selected home and school variables on academic achievement of elementary school children and middle school children, matched data were divided into elementary and middle school groups and analyzed.

Results of Regression of Matched Home and School Variables  
on the Elementary School and Middle School Levels

Father occupation, length of single-parent status and learning environment emerged as the significant contributors to academic success on the elementary school level (Table 5.16). Father occupation represented one of the variables which had been found to be significant in many classical studies of all students. Length of single parentage was also found to be significant when unmatched parental data were analyzed.

Appendix I showed significant correlation between father occupation and the criterion.

On the middle school level, age of child at initiation of single-parent status and parental interest were found to be significant contributors to achievement. The age of the child was inversely significant.

Table 5.15

Results of Regression of Matched Data of Home and School Variables  
and the Achievement Criterion (N=396)

Variables	Summary Table				
	Multiple R	R Square	RSQ Change	Simple R	Beta
Father Occupation	0.26777	0.07170	0.07170	0.26777	0.38299
Parental Interest	0.35876	0.12871	0.05701	0.25877	0.12909
Parent Reading Habits	0.40224	0.16180	0.03309	0.18660	0.14030
School Climate	0.44118	0.19464	0.03284	-0.08052	-0.24205
Learning Environment	0.46867	0.21965	0.02501	0.15731	0.16699
Sex of Single Parent	0.48560	0.23581	0.01616	-0.11328	-0.17997
Significant Other	0.50208	0.25208	0.01628	0.04731	0.17502
Family Type	0.50663	0.25668	0.00459	-0.09530	-0.07914
Parental Perception of School	0.51741	0.26772	0.00659	0.16605	0.11366
Socio-economic Status	0.51900	0.26936	0.00164	0.0301	0.04773
Mother Occupation	0.52020	0.27061	0.00125	0.16254	-0.04726
Cause of Single Parentage	0.52135	0.27180	0.00119	0.11295	0.07055
Parental Education	0.52235	0.27285	0.00104	0.16388	0.03171
Length of Single Parentage	0.52293	0.27346	0.0061	-0.04797	0.19445
Age of Child at Onset	0.52482	0.27544	0.00198	-0.03638	-0.17167

Only home factors were found to be significant (Table 5.17). These findings supported those of Coleman (1966) and Jencks (1972) who also identified the home as the major determiner of academic success. Other contributors, though insignificant, were significant other, cause of single parentage and socio-economic status.

The data from each educational level investigated reflected a difference in those factors which contributed to academic success on the elementary school level and the middle school level. The data further showed that both home and school significantly effect the academic success on the elementary school level but that only the home was significant on the middle school level. Hypothesis 2  $H_0$  was rejected.



Table 5.16

Results of Regression of Matched Data of All Home and School Variables  
on the Elementary School Level (N=218)

Variables	Summary Table				
	Multiple R	R Square	RSQ Change	Simple R	Beta
Father Occupation	0.42717	0.18247	0.18247	0.42717	0.56432
Learning Environment	0.56543	0.31971	0.13724	0.26433	0.32197
Parent Reading Habits	0.60440	0.36530	0.04559	0.24841	0.19556
Parental Interest	0.61276	0.37547	0.01017	0.16606	-0.00646
Length of Single- Parent Status	0.61769	0.38154	0.00606	0.06144	0.51325
Sex of Single Parent	0.64085	0.41069	0.02916	-0.03334	-0.21720
Socio-economic Status	0.64327	0.41379	0.00310	0.03383	0.09538
Cause of Single Parent Status	0.64666	0.41817	0.00438	0.04867	0.11511
Parental Perception of the School	0.64949	0.42183	0.00366	0.14524	0.07614
Significant Other	0.65174	0.42476	0.00293	0.04317	0.09141
Age of Child at Onset	0.65332	0.42683	0.00207	0.05817	-0.22665
Mother Occupation	0.65431	0.42812	0.00129	0.16657	-0.07248
Parental Education	0.65579	0.43006	0.00194	0.23203	0.06340
School Climate	0.56538	0.43084	0.00078	-0.12559	-0.06267
Family Size	0.65686	0.43146	0.00062	-0.07199	0.03775
Parental Expectation	0.65761	0.43244	0.0098	0.04019	0.03878

Table 5.17

Results of Regression on Matched Data of All Home and School  
Variables on the Middle School Level (Matched Data) (N=191)

Variables	Summary Table				
	Multiple R	R Square	RSQ Change	Simple R	Beta
Age of Child at Onset	0.25799	0.06656	0.06656	-0.25799	-0.46054
Parental Interest	0.39028	0.15232	0.08576	0.25738	0.37617
Mother Occupation	0.47321	0.22392	0.02466	-0.09708	-0.17285
Parental Expectation	0.49402	0.24406	0.02013	0.05978	-0.14669
Socio-economic Status	0.51287	0.26303	0.01898	0.13093	0.21436
Parental Reading Habits	0.52837	0.27918	0.01614	-0.00563	-0.14367
Significant Other Cause of Single Parentage	0.53586	0.28715	0.00797	0.01257	0.26712
Parental Perception of School	0.54955	0.30200	0.01486	0.08516	0.22616
Father Occupation	0.55974	0.31330	0.01130	0.10786	0.19928
Parental Education	0.56493	0.31914	0.00584	-0.07467	0.06615
Family Size	0.56714	0.32165	0.00251	-0.03573	-0.06465
Family Type	0.56841	0.32309	0.00144	-0.05082	0.05283
	0.56957	0.32441	0.00132	-0.10533	-0.05076

\*School Climate

\*Learning Environment

\*Length of Single Parent Status

\*Sex of Single Parent

\*F-level or tolerance level insufficient for computation

### Summary

Upon analyzing the matched data, it was found that living in a one-parent home did not significantly effect academic achievement. Further analysis showed that students on the elementary school level were influenced differently by the selected variables than were the students on the middle school level.

### Chapter Summary

Analysis of the data revealed the following:

1. Home variables exerted the greater impact upon academic achievement of single-parent children than school variables.
2. When school variables were studied separately, learning environment proved the more significant.
3. The home variables which contributed significantly to academic success were parental occupation, parental interest, parental education, parental perception of the school, age of child at onset of single parentage and length of single parentage.
4. Matched data pointed to the home (parental occupation) as the most important factor in academic success.
5. Living in a single-parent home does not significantly affect academic achievement.
6. The effects of the selected variables of home and school differ with maturation of the student.
7. On the elementary level, there was a significant relationship between home and school factors and achievement.
8. There was no significant relationship between school factors and achievement on the middle school level.

## Chapter VI

### Summary, Conclusions and Recommendations

#### Purpose

The purpose of this investigation was to find answers to the following questions:

1. Does living in a single-parent home affect academic achievement of elementary and middle school students?
2. Do the factors which affect academic achievement of single-parent children differ with maturation.

#### Review of the Literature

The literature reflected different studies which support both home and school factors as the most important in the academic achievement of students. The majority of those supporting home factors found parental education, parental occupation, parental interest, and socio-economic status of the family to be significant determiners of academic success.

Other researchers put up an equally strong argument on behalf of the school. They supported the theory that the school, not the home, was the most important determiner of academic success. They held that there were certain characteristics which, when present in a school, assured success of any child coming from any environment. They found school climate to be a factor which made the difference.

One study investigated the interactive affects of home, school and community on academic achievement. The results indicated home factors, specifically parental education, to be the causative agent in academic success.

### Conceptual Framework

The basic conceptual framework of this study was that a child's success or failure in school was the result of the interaction of home and school factors rather than the affect of either of these in isolation.

Factors selected to be considered in this study were family size, sex of single-parent, parental interest, parental perception of the school, parental education, type of single-parentage, length of parental absence, age of child at initial occurrence of single-parentage, parental reading habits, significant other, parental occupation, school climate, learning environment, and student maturation.

### Design of the Study

Questionnaires were the research tool. Six hundred elementary and middle school students were randomly selected from nine inner city, predominantly Black, low income schools. Their parents, reading teachers, and principals were also participants.

Separate questionnaires were prepared for each group of participants. Student questionnaires contained items which measured home factors and learning environment. Parent questionnaires measured home variables. Principal and teacher questionnaires measured learning environment and school climate.

Student questionnaires were administered by the researcher and school counselors. Parent questionnaires were sent home by the students. Teacher and principal questionnaires were administered at their schools.

Data were collected and statistical procedures were performed--item analysis, factor analysis, correlation coefficients. Multiple R was used to

give the correlation of one variable with a battery of others and at the same time to determine the optimum weighting or Beta--coefficients for making the correlations a maximum. The SPSS package was used for all statistical procedures.

### Findings

1. Academic achievement of single-parent children was not significantly affected by living in a single-parent household.
2. Academic achievement of students in elementary school was the result of the interaction of home and school variables.
3. The importance of home factors to academic achievement increased as the child moved from elementary school to middle school.
4. Home factors which appeared significant for achievement were father occupation, parental interest, length of single parentness, parental education and parental perception of the school.

### Conclusions

Based upon the analysis of the data found within this study, the conclusions were as follows:

1. Home factors played a major role in academic success or failure of a single-parent child.
2. The length of time that a parent is single significantly affected achievement. The data reflected that the longer a parent was a single-parent the more effective he/she became.

3. If the school is to make an impact on academic success of the single-parent student, it must do so at the elementary level.

4. Academic achievement of the single-parent student was not primarily the result of living in a single-parent household but the result of the interaction of the home and the school upon the student. The structure of the family was far less important than the behavior and characteristics of the parent within the home.

### Implications

The data gathered in this study indicated that for elementary children, the learning environment to which a child was exposed significantly affected the learning which took place. The data further showed that teachers who had high expectations of their students and teachers who exhibit concern and interest for their students' achievement had the greater percentage of students scoring on or above the national norm.

The data collected have implications for hiring policies of boards of education. Rather than base employment upon successful completion of a four-year teacher training institution, careful consideration should be given to the motivational skills of the applicants. Also, some mechanism should be devised to measure the degree of interest and concern of the applicant for children and their achievement with top priority given to those applicants who show the greatest.

Also, since the school does not appear to be as significant on the middle school level as on the elementary level, the pupil-teacher ratio for elementary school should be lower than that of middle school. A change in this direction would provide for more individual teacher-student interaction which would improve achievement. Increased success on the elementary level would in time, permeate the entire structure. The search for excellence would be enhanced.

The data importance of the home to academic success as reflected in this investigation has implications for curriculum revision. The school curriculum should be changed to include courses on family living on all educational levels. Small children should be taught family living with the same emphasis as that given reading and math. On the high school level, family living should be required for everyone. Students should be given the opportunity to learn that type of family behavior which supports achievement early in their lives. Early preparation for family living would improve family life. Present day students would be in a better position to provide the proper support for their children than parents of today. With such support, children would be more successful in school.



### Recommendations

It is recommended that this study be replicated to further verify the findings.

It is also recommended that a similar study be conducted with students from different socio-economic levels to determine whether the findings of this study are generalizable to other students.

It is further recommended that boards of education consider the evidence offered by this study and incorporate its findings in planning to achieve excellence in the schools.

Finally, some of the findings of this study have raised important questions. One question is, "Does the importance of school factors to success differ with the sex of the student?" Perhaps a study could be conducted using the same variables and separating and analyzing the data accordingly.

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## APPENDIX A

### Abstract

Academic Achievement of Single-Parent Students

An Abstract

Submitted to the Faculty of the School of Education  
Atlanta University in Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Education

by

Edwina W. Hill

Atlanta University

March, 1985

## Abstract

### Academic Achievement of Single-Parent Students

By

Edwina W. Hill

The purpose of this study was to examine the interactive affects of home and school on the academic achievement of elementary and middle school students of single parentage in predominantly Black low income public schools. The basic thesis was that the academic success or failure of single-parent children in school is determined more by the interaction of other home and school factors than single parentage in and of itself.

The sample consisted of 300 elementary and 300 middle school students who were randomly selected from five elementary and four middle low income predominantly Black inner-city public schools in Atlanta, Georgia, 444 of their parents 27 of their reading teachers, and their 9 principals. Data were collected with questionnaires. Student questionnaires measured home and school variables. Parent questionnaires measured home variables. Teacher and principal questionnaires measured school variables. Home variables investigated were: family size, sex of parent, parental interest, parental perception of of the school, type of single parentage, length of parental absence, age of child at initial absence of parent, parental reading habits, parental occupation, and significant other. School variables were school climate and learning environment. Data were statistically analyzed using factor analysis, correlation coefficients, multiple regression analysis and beta weights.

Findings were that:

1. Academic achievement of students is not significantly affected by living in a single-parent household.
2. Home factors that significantly impact upon achievement of single-parent students are: parental occupation, parental education, parental interest, parental perception of the school, length of single-parent status, and age of child at onset of single parentage.
3. Maturation significantly influences the affects of the selected home and school variables on the academic achievement of single-parent students.
4. The selected school variables did not significantly affect the academic achievement of single-parent students beyond the elementary level.

It was concluded that academic success of single-parent students in school is determined more by the interaction of other home and school factors than by single parentage alone. Further, maturation affects the influence of the selected variables on achievement.

**APPENDIX B**  
**Questionnaires**

Dear Teacher:

I am a student at The Atlanta University conducting a study on the effects of the home, school and community on student achievement. In order to get the information needed it is necessary for me to ask questions of teachers, principals, parents and students. Separate questionnaires have been prepared for each.

This questionnaire has been prepared especially for you. The information which you give is completely confidential. No one will see it except me. Your answers, will be used along with answers received from others. Once the answers are used, all questionnaires will be destroyed. The results will not identify anyone by name or by responses.

Please take a few minutes to complete this questionnaire and return it to me in the envelope provided.

Thank you for providing information that will enable educators to better serve our students.

Sincerely yours,

Edwina W. Hill



## TEACHER QUESTIONNAIRE

The information which you give on this questionnaire is completely confidential. No one will see your answers except the researcher. All reports will be made with aggregate data, and no one person will be identified with his or her data. After the information has been taken from your questionnaire, your questionnaire will be destroyed. COMPLETE CONFIDENTIALITY IS ASSURED. It is very important that you be as candid as possible in your answer. Do not respond to any question that you feel is too personal or that for any reason you prefer not to answer.

DIRECTIONS: Please circle the number to the right of the answer that you choose. Circle only one (1) answer per question.

- |  |   |
|--|---|
| 1. How much teaching experience do you have? | 2. How much formal preparation do you have?           |
| This is my first year                        | Bachelor's degree                                     |
| 1 - 4 years                                  | Some graduate work but less than a Master's degree    |
| 5 - 9 years                                  | Master's degree                                       |
| 10 years of more                             | More than a Master's degree but less than a Doctorate |
|  | Doctor's degree                                       |

DIRECTIONS: Please indicate how often the following occur by circling the appropriate number:

1 = Never      2 = Sometimes      3 = Often      4 = Very often      5 = Always

- |  |           |
|--|-----------|
| 1. The teaching of academic subjects is the primary goal of the teacher.           | 1 2 3 4 5 |
| 2. The basic responsibility for students' academic achievement is the teachers'.   | 1 2 3 4 5 |
| 3. The primary goal of the teacher is to teach personal growth and development.    | 1 2 3 4 5 |
| 4. Most of the students here are highly motivated and want to learn.               | 1 2 3 4 5 |
| 5. Completion of high school is a realistic goal for the majority of our students. | 1 2 3 4 5 |

- |  |           |
|--|-----------|
| 6. In this class the majority of the students make an A  | 1 2 3 4 5 |
| 7. In this class the majority of the students obtain a B   | 1 2 3 4 5 |
| 8. In this class the majority of the students obtain a C   | 1 2 3 4 5 |
| 9. In this class the majority of the students obtain a D   | 1 2 3 4 5 |
| 10. Overall the majority of the students in class will<br>receive _____(Please indicate letter grade).                   | 1 2 3 4 5 |
| 11. One cannot expect these students to learn much given<br>their backgrounds.   | 1 2 3 4 5 |
| 12. Teachers should consider revision of their teaching<br>methods if these are criticized by their students.            | 1 2 3 4 5 |
| 13. Directing sarcastic remarks toward a defiant student<br>as a good discipling technique.                              | 1 2 3 4 5 |
| 14. Pupils should not be permitted to contradict the<br>statements of the teacher in class.                              | 1 2 3 4 5 |
| 15. The majority of my students will probably perform<br>below the national norm.  | 1 2 3 4 5 |
| 16. Children from one parent families are more likely to<br>be underachievers than children from two parent families.    | 1 2 3 4 5 |
| 17. In this school, there is really very little a teacher<br>can do to insure that all students achieve at a high level. | 1 2 3 4 5 |
| 18. The teacher expects each child in this class to obtain<br>a good grade.  | 1 2 3 4 5 |
| 19. Each parent in this class expects his/her child to get<br>a good grade.  | 1 2 3 4 5 |
| 20. Most of these parents don't seem to care if their<br>child receive a low grade.                                      | 1 2 3 4 5 |
| 21. Parents know that they can influence the grading<br>policy of this teacher to puch up the student's grade.           | 1 2 3 4 5 |

- |   |           |
|---|-----------|
| 22. When something goes wrong that affects you and your principal, he/she searches with you for a solution that fits both of you.   | 1 2 3 4 5 |
| 23. Your principal tries hard not to change you when he/she has differences in attitudes, opinions, and/or values from your own.  | 1 2 3 4 5 |
| 24. Your principal lets you know about his/her feelings when you interact on a problem of concern to both of you.   | 1 2 3 4 5 |
| 25. Your principal notices when you have a problem and gives you a chance to talk about it.   | 1 2 3 4 5 |
| 26. When somebody in authority does something or makes a rule that affects you in a bad way, your principal follows authority, but does what he/she can to protect you or to change the action or rule. | 1 2 3 4 5 |
| 27. Before your principal makes a decision or judgement based upon his/her personal beliefs, values, and/or goals, he/she has an honest concern for its fairness to you.                                | 1 2 3 4 5 |
| 28. When you come to your principal with a problem, he/she helps you find and do something about the basic cause of the problem.  | 1 2 3 4 5 |
| 29. When you do something you are not suppose to do, your principal tried to find your reasons and when possible uses them to make it easier for you to do what you are suppose to do.                  | 1 2 3 4 5 |
| 30. Your principal helps make you aware of your feelings when you interact with him/her.  | 1 2 3 4 5 |

Dear Principal:

I am a doctoral student at The Atlanta University involved in writing a dissertation. I am making a study of single parented students and the effects that the home and the school have upon their ability to achieve.

In order to get all of the information needed to make the study valid, it is necessary to ask certain questions of the teachers, principals, the parents and the students. A separate questionnaire has been prepared for each group.

This is the questionnaire for the principals. The information which you give on this questionnaire is completely confidential. No one will see your answers except me, the researcher. Your answers will be used along with the answers received from the other principals. Once the answers are used, the questionnaire will be destroyed. The results will not identify any one by name or by responses.

It is very important to the study that you complete this questionnaire and return it to me in the enclosed envelope. Please be candid with your answers and answer every item possible. The success of the study depends upon your answers. We are hoping that the results of the study will be used to help educators better understand those factors that affect student achievement, and with such knowledge enable them to improve student learning.

Thank you for your participation.

Sincerely yours,

(Mrs.) Edwina W. Hill

# PRINCIPAL QUESTIONNAIRE

The information which you give on this questionnaire is completely confidential. No one will see your answers except the researcher. All reports will be made with his or her data. After the information has been taken from your questionnaire, your questionnaire will be destroyed. COMPLETE CONFIDENTIALITY IS ASSURED. It is very important that you be as candid as possible in your answers. Do not respond to any question that you feel is too personal or that for any reason you prefer not answer.

DIRECTIONS: Please circle the number to the right of the answer that you choose. Circle only one (1) answer per question:

Number of full-time faculty members \_\_\_\_\_

Number of full-time male faculty members \_\_\_\_\_

1. Are you a male or female?

Female	1
Male	2

2. How much experience do you have as a principal?

Just this year	1
1 to 4 years	2
5 to 9 years	3
10 to 14 years	4
15 or more years	5

3. How long have you been the principal of this school?

Just this year	1
1 to 4 years	2
5 to 9 years	3
10 to 14 years	4
15 or more years	5

4. How much formal preparation to you have?

Bachelor's degree	1
Master's degree	2
More than Master's degree but not doctorate	3
Doctor's degree	4

DIRECTIONS: PLEASE CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER:

1 = Never      2 = Sometimes      3 = Often      4 = Very often      5 = Always

1. Children who do not get good grades are praised as much as other students because of the effort they put forth. 1 2 3 4 5
2. In this school there is a strict grading system and a child will not get a good grade unless he/she meets the standard. 1 2 3 4 5
3. In this school a different method of grading students is used in order to provide for differences. 1 2 3 4 5
4. In this school a different method of testing the weak students is used so that all can achieve. 1 2 3 4 5
5. The teaching of academic subjects is the primary goal of the teacher. 1 2 3 4 5
6. The basic responsibility for students' academic achievement is the teachers'. 1 2 3 4 5
7. The primary goal of the teacher is to teach personal growth and development. 1 2 3 4 5
8. Most of the students here are not interested in learning the things that are taught in school. 1 2 3 4 5
9. Completion of high school is a realistic goal for the majority of our students. 1 2 3 4 5
10. Based upon their performance, these students will be unemployed, unskilled, or semi-skilled. 1 2 3 4 5
11. The only way to get these students to achieve is to "stay on their backs" all the time. 1 2 3 4 5
12. One cannot expect these students to learn much, given their backgrounds. 1 2 3 4 5
13. Directing sarcastic remarks toward a defiant student is a good disciplinary technique. 1 2 3 4 5

- |  |           |
|--|-----------|
| 14. Pupils should not be permitted to contradict the statements of the teacher in class.   | 1 2 3 4 5 |
| 15. The majority of the students enrolled in this school will probably perform below the national norm.  | 1 2 3 4 5 |
| 16. It is difficult for children from single parent families to perform as well as those from two parent families.   | 1 2 3 4 5 |
| 17. Children from one parent families are more likely to be underachievers than children from two parent families.   | 1 2 3 4 5 |
| 18. Teachers here expect each child to obtain a good grade   | 1 2 3 4 5 |
| 19. Each parent of this school expects his/her child to get a good grade.  | 1 2 3 4 5 |
| 20. Most of these parents don't seem to care if their child receives a low grade.  | 1 2 3 4 5 |
| 21. When something goes wrong that affects a teacher, the principal and teacher should cooperatively search for a solution that fits both of them.   | 1 2 3 4 5 |
| 22. A principal should try hard not to change a teacher when he/she has differences in attitudes, opinions, and/or values from his/hers.   | 1 2 3 4 5 |
| 23. When a principal discovers that a teacher did something he/she was not suppose to do, he/she should tell the teacher why something must be done before action is taken.  | 1 2 3 4 5 |
| 24. When somebody in authority does something or makes a rule that affects the teacher in a bad way, the principal should follow authority, but do what he/she can to protect the teacher or to change the action or rule. | 1 2 3 4 5 |
| 25. When a teacher does something he/she should not do, the principal should try to find the reasons and, when possible, use them to make it easier for the teacher to do what he/she should do.                           | 1 2 3 4 5 |

Dear Parent:

I am a student at The Atlanta University making a study of the affects of the home, school, and the community have on the ability of a child to achieve. In order to get the information needed it is necessary for me to ask questions of the teachers, principals, parents, and students. Separate questionnaires have been prepared for each group.

This is the questionnaire for the parents. The information which you give is completely confidential. No one will see your answers except me. Your answers will be used along with the answers received from other parents. Once the answers are used, all questionnaires will be destroyed. The results will not identify any one by name or by responses.

Please take a few minutes to complete this questionnaire, place it in the sealed envelope and return it to me by the child who brought it to you.

We apologize for the length of this questionnaire and ask your indulgence. We hope the results of this study will enable us educators to improve students' learning.

Thank you for your help.

Sincerely yours,

Edwina W. Hill



## PARENT QUESTIONNAIRE

DIRECTIONS: Please circle the number to the right of the answer that you choose. Circle only one (1) answer per question.

EXAMPLE: What is the name of the city where my child attend school?

College Park	1
Decatur	2
Atlanta	(3)
East Point	4
Marietta	5

Name of school where child attends \_\_\_\_\_.

## HOME FACTORS - TYPE OF FAMILY

1. Which best describes you?

Married and living with spouse	1
Never married	2
Married but presently separated	3
Divorced	4
Widowed	5

If you circled either number 3,4,or 5, please answer numbers 2 and 3 below.  
If you circled either number 1 or 2, please do not answer numbers 2 and 3.

2. If you are separated, divorced or widowed, how long have you been that way?

More than 8 years	1
Between 6 and 8 years	2
Between 4 and 6 years	3
Between 2 and 4 years	4
Less than 1 year	5

3. What age was the child who brought this form to you when you became a single parent?

Less than 1 year	1
Between 2 and 4 years	2
Between 4 and 6 years	3
Between 6 and 8 years	4
More than 8 years	5

4. How many of your children presently live with you?

More than five	1
Four	2
Three	3
Two	4
One	5

5. If you are a single parent, which sex are you?

Male	1
Female	2

6. What is your occupation, (Mother) \_\_\_\_\_

7. What is your occupation, (Father) \_\_\_\_\_

8. How far did you go in school? MOTHER      FATHER  
(If you are a single parent, indicate your education only.)

Completes elementary school only	1	1
Attended high school but did not graduate	2	2
Graduated from high school	3	3
Graduated from trade, business or nursing school	4	4
Attended college but did not graduate	5	5
Graduated from four year college	6	6
Have a master's, lawyer's or doctor's degree	7	7

9. Do you have a library card?

No	1
Yes	2

10. Do you subscribe to a daily newspaper?

No	1
Yes	2

11. How many magazines do you subscribe to?

None	1
One	2
Two or more	3

12. List two articles that you have read within the last month:

1. \_\_\_\_\_  
2. \_\_\_\_\_

13. How many books have you read within the last month for pleasure?

None	1
One	2
Two	3
Three	4
Four	5

14. List at least two books that you have read within the last month:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

15. Do you talk with your child about your readings?

No	1
Yes	2

16. List at least two articles that you have discussed with your child from the magazines that you have read:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

ANSWER NUMBERS 17 AND 18 ONLY IF YOU ARE A SINGLE PARENT

17. Is there another adult who lives in the house with you and your child with whom your child can relate?

No one	1
Your sister	2
Your brother	3
Your mother	4
Your father	5
Your grandparent	6
Your aunt or uncle	7
Another relative	8
Your friend	9

18. Is there someone in the community or school who has taken a special interest in your child?

No one	1
Teacher	2
Minister	3
Neighbor	4
Friend	5

19. What job or occupation do you want your child to have when he/she grows up?
- 
20. If your child is unable to get that job what other job would you want him/her to have?
- 
21. How often do you sit down with your child and coach him/her?
- |                    |   |
|--------------------|---|
| Never              | 1 |
| Once a week        | 2 |
| Twice a week       | 3 |
| Three times a week | 4 |
22. Which of the following statements best describes your expectations of your child's educational future.?
- |  |   |
|--|---|
| My child can only complete elementary school   | 1 |
| My child can complete high school  | 2 |
| My child is not smart enough to complete college<br>but he/she can complete trade school | 3 |
| My child can complete college  | 4 |
23. What type of student do you expect your child to be?
- |   |   |
|---|---|
| Not as good as his/her classmates       | 1 |
| About the same as his/her classmates    | 2 |
| The same as his/her classmates          | 3 |
| A little better than his/her classmates | 4 |
| Better than his/her classmates          | 5 |
24. When your child experiences problems with his/her teacher, which best describes the position that you take?
- |  |   |
|--|---|
| Explain to the child that the teacher is always right<br>and must be obeyed  | 1 |
| Listen to the child but support the teacher                                  | 2 |
| Say that the teacher is wrong but explain that the<br>teacher must be obeyed | 3 |
| Support the child against the teacher  | 4 |
| Other, explain _____   | 5 |
- 
25. How many times have you been to the school this year to discuss your child's learning?
- |                    |   |
|--------------------|---|
| None               | 1 |
| One time           | 2 |
| Two times          | 3 |
| Three times        | 4 |
| Four or more times | 5 |

6. How many times have you been to the school this year to discuss your child's behavior?

Four or more times	1
Three times	2
Two times	3
One time	4
None	5

7. Which of the following statements best explains the conferences between you and your child's teacher?

I feel very uncomfortable with the teacher	1
The teacher tells me all the problems and then tells me what to do about them	2
The teacher does not say much about the problem but asks me to help the child the best that I can	3
The teacher always tells me not to worry about the child	4

8. When you and your child get into discussions at home, how do you usually act?

Tell my child what to do and be firm about it	1
Listen to what he says, but treat it as child's talk	2
Let him/her talk and question what I say, but do not consider it when I make my decision	3
Let him/her talk and consider what he/she says when I make my decision	4

9. When your child comes up with the idea or a problem, which represents you?

I listen to him but tell him what to do	1
I listen to him but try to make him see the right view of the parent	2
I listen to his views and help make a decision	3
I ask him to consider other ways that may be workable before deciding	4
I let him try it and then discuss it	5

DIRECTIONS: PLEASE CIRCLE THE NUMBER THAT REPRESENTS YOUR ANSWER

1 = Never      2 = Sometimes      3 = Often      4 = Very often      5 = Always

10. The teachers at my child's school are only interested in the smart children.

1 2 3 4 5

- |   |           |
|---|-----------|
| 31. Even if my child works very hard, the teacher is not likely to praise him/her.                                      | 1 2 3 4 5 |
| 32. My child's teacher is too strict.   | 1 2 3 4 5 |
| 33. My child's teacher does not spend enough time with him/her.   | 1 2 3 4 5 |
| 34. The teachers at my child's school do not care whether the students learn or not.                                    | 1 2 3 4 5 |
| 35. I do not believe that the teachers can control the students.  | 1 2 3 4 5 |
| 36. I do not visit my child's school because the teachers make me feel uncomfortable.                                   | 1 2 3 4 5 |
| 37. The principal at my child's school can not control the students.  | 1 2 3 4 5 |
| 38. I believe that my child's school is one of the best in the city.  | 1 2 3 4 5 |
| 39. The principal and teachers at my child's school are not considerate of parents who have different life styles.      | 1 2 3 4 5 |
| 40. The teachers at my child's school don't expect much from my child because he/she comes from a single-parent family. | 1 2 3 4 5 |
| 41. I spend at least one hour interacting with my child each day.   | 1 2 3 4 5 |
| 42. I do not attend P.T.A. meetings because I am at work when it meets.   | 1 2 3 4 5 |
| 43. I do not expect my child to learn as much as other children in his/her class.                                       | 1 2 3 4 5 |
| 44. I never get to talk with my child's teacher because the conferences are always scheduled during my work hours.      | 1 2 3 4 5 |

Dear Student:

I am a student at The Atlanta University conducting a study on the effects of the home, school, and community on student achievement. In order to get the information needed it is necessary for me to ask questions of teachers, principals and students. Separate questionnaires have been prepared for each.

This questionnaire has been prepared especially for you. The information which you give is completely confidential. No one will see it except me. Your answers will be used along with answers received from others. Once the answers are used, all questionnaires will be destroyed. The results will not identify anyone by name or by responses.

Please take a few minutes to complete this questionnaire and return it to me in the envelope provided.

Thank you for helping me get the information to complete this study.

Sincerely yours,

Edwina W. Hill

## STUDENT QUESTIONNAIRE

DIRECTIONS: Please answer the following questions by circling the number on the right of the best answer. Please circle only one answer.

1. Are you male or female?

Female - 1

Male - 2

2. What grade are you in?

Fourth - 1

Eighth - 2

Eleventh - 3

3. With whom do you live?

Neither mother nor father - 1

Father only - 2

Mother - 3

Both mother and father - 4

4. When you eat in the cafeteria, which best represents you?

Do not have to pay - 1

Pay only a part - 2

Pay full amount - 3

5. How many brothers and sisters live with you?

None - 1

One - 2

Two - 3

Three - 4

Four or more - 5



6. Is there any other adult other than the ones who live with you who spend a lot of time with you?

No - 1

Yes - 2

7. How often do your parents help you with your homework?

Never - 1

Once per week - 2

Two times per week - 3

Three times per week - 4

Every day - 5

8. How far do you think your parents want you to go in school?

Complete elementary school only - 1

Go to high school but not to college - 2

Graduate from high school - 3

Go to a trade school and take a trade - 4

Go to college but not graduate - 5

Graduate from college - 6

9. When you and your parents get into discussions at home, what do your parents do?

Always tell you what to do and be firm about it - 1

Listen to what you have to say, but treat it as just child talk - 2

Let you talk and question what they say, but pay it no attention when they make their decision - 3

Let you talk about it and consider what you say when they make their decision - 4

## 10. When you make bad grades in school, what do your parents do?

- |  |   |   |
|--|---|---|
| Call you dumb or stupid  | - | 1 |
| Tell you that you do not work hard enough                        | - | 2 |
| Tell you that you do not listen to the teacher                   | - | 3 |
| Tell you that you do not get your homework                       | - | 4 |
| Find out why you did not do well, work with you, and comfort you | - | 5 |

## 11. How good a student do your parents expect you to be?

- |                                     |   |   |
|-------------------------------------|---|---|
| One of the worst                    | - | 1 |
| Not as good as most of the students | - | 2 |
| Same as most of the students        | - | 3 |
| Better than most of the students    | - | 4 |
| Among the best                      | - | 5 |

## 12. When you make just a little improvement in school, what do your parents do?

- |                          |   |   |
|--------------------------|---|---|
| Fuss with you            | - | 1 |
| Tell you to try harder   | - | 2 |
| Tell you that it is good | - | 3 |
| Praise you               | - | 4 |

CTIONS: Please circle the number that represents your answer

= Never      2 = Sometimes      3 = Often      4 = Very Often      5 = Always

The teachers in this school are only interested in helping the smart children. 1 2 3 4 5

Even when I work hard, my teacher does not praise me. 1 2 3 4 5

I work hard and do my best but the teacher just does not spend enough time with me. 1 2 3 4 5

My teacher always fusses and blames the class for things. 1 2 3 4 5

I know that I am learning, but my teacher does not give me a better grade. 1 2 3 4 5

My teacher thinks that I am equally as good as the other students. 1 2 3 4 5

My teacher thinks that I am not as good as the other students. 1 2 3 4 5

My teacher expects most of the students to learn their school work. 1 2 3 4 5

My teacher thinks that I can finish college. 1 2 3 4 5

My teacher helps students who do badly on their school work. 1 2 3 4 5

My parents think that my teacher does not spend enough time with me. 1 2 3 4 5

My parents do not like to come to my school because the teachers are not friendly. 1 2 3 4 5

My parents think that only the smart children are liked by my teacher. 1 2 3 4 5

My parents think that my school is not as good as most schools. 1 2 3 4 5

## APPENDIX C

### Letter of Permission to Administer Questionnaires

Dr. Alonzo Crim, Superintendent  
Atlanta Public School System  
224 Central Avenue, S. W.  
Atlanta, Georgia 30304

Dear Dr. Crim:

I am presently a doctoral candidate at The Atlanta University. I am conducting a study to determine the factors influencing academic achievement of single-parent students. In order to get the information needed it is necessary for me to survey a selected group of students, teachers, principals and parents.

I would like permission to administer questionnaires to students in the fourth and eighth grades at five elementary and four middle schools.

Thank you for any consideration given to this matter. Your favorable response will be greatly appreciated.

Sincerely yours,

(Mrs.) Edwina Hill

APPENDIX D

Correlation Matrix of Itemized Variables and the  
Achievement Criterion (All students)

Correlation Matrix of Itemized Variables and the Achievement Criterion  
All Students

	Academic Achievement	Sex	Grade	Family Type	Economic Status	Family Size	Significant Other
Academic Achievement	1.00000	-0.02446	-0.03616	0.08354	0.03847	-0.00810	0.00174
Sex	-0.02446	1.00000	-0.07798	-0.03253	-0.13251	0.07546	-0.05297
Grade	-0.03616	-0.07798	1.00000	0.03959	0.13021	-0.04048	0.07787
Family	0.08354	-0.03253	0.03959	1.00000	-0.06731	0.06453	-0.05313
Economic Status	0.03847	-0.13251	0.13021	-0.06731	1.00000	-0.06351	0.13229
Family Size	-0.00810	0.07546	-0.04048	0.06453	-0.06351	1.00000	0.03155
Significant Other	0.00174	-0.05297	0.07787	-0.05313	0.13229	0.03155	1.00000
Parental Interest	<u>0.65273</u>	-0.04067	-0.06831	0.09447	0.11008	0.04892	0.04987
Parental Expectation	0.09497	-0.14280	-0.00228	-0.06608	0.05489	0.02799	0.15799
Learning Environment	<u>0.39033</u>	-0.07176	-0.06207	0.09329	0.04971	0.01309	0.03490
Parental Perception	<u>0.27722</u>	-0.10076	-0.04191	0.11969	0.03622	0.02306	0.03413

APPENDIX D--continued

	Parental Interest	Parental Expectation	Learning Environment	Parental Perception
Academic				
Achievement	0.65273	0.09497	0.39033	0.27722
Sex	-0.04067	-0.14280	-0.07176	-0.10076
Grade	-0.06831	-0.00228	-0.06207	-0.04191
Family	0.09447	-0.06608	0.09329	0.11969
Economic				
Status	0.11008	0.05489	0.04971	0.03622
Family Size	0.04892	0.02799	0.01309	-0.02306
Significant				
Other	0.04987	0.15799	0.04390	0.04313
Parental				
Interest	1.00000	0.16682	0.37550	0.24481
Parental				
Expectation	0.16682	1.00000	0.30565	0.27511
Learning				
Environment	0.37550	0.30565	1.00000	0.46493
Parental				
Perception	0.24481	0.27511	0.46493	1.00000



## APPENDIX E

### Correlation Matrix of Itemized Variables and the Achievement Criterion (Elementary students)

Matrix of Itemized Variables and the Achievement Criterion  
Elementary Students

	Academic Achievement	Sex	Grade Type	Family Type	Economic Status	Family Size	Significant Other
Academic Achievement	1.00000	0.02799	-0.12318	0.17597	-0.12249	0.01402	-0.07332
Sex	0.02799	1.00000	0.13333	0.01190	-0.14374	0.28482	-0.01393
Grade	-0.12318	0.13333	1.00000	0.02857	-0.05890	0.23947	0.15604
Family	<u>0.17597</u>	0.01190	0.02857	1.00000	0.08414	-0.02488	0.18311
Economic Status	-0.12249	-0.14374	-0.05890	0.08414	1.00000	-0.08884	0.16060
Family Size	0.01402	0.28482	0.23947	-0.02488	-0.08884	1.00000	-0.13588
Significant Other	-0.07332	-0.01393	0.15604	0.18311	0.16060	-0.13588	1.00000
Parental Interest	<u>0.61453</u>	0.17789	-0.05693	0.34054	-0.01497	0.26683	0.03965
Parental Expectation	0.08397	-0.02925	-0.01596	0.02279	-0.01275	0.11011	0.12448
Learning Environment	<u>0.55625</u>	0.03098	0.00413	0.14458	0.01217	-0.14119	0.02647
Parental Perception	<u>0.30489</u>	0.22410	0.08068	0.37456	0.02121	-0.18222	0.13488

APPENDIX E--continued

	Parental Interest	Parental Expectation	Learning Environment	Parental Perception
Academic				
Achievement	0.61453	0.08397	0.55625	0.30489
Sex	0.17789	-0.02925	0.03098	0.22410
Grade	-0.05693	-0.01596	0.00413	0.08068
Family	0.34054	0.02279	0.14458	0.37456
Economic				
Status	-0.01497	-0.01275	0.01217	0.02121
Family Size	0.26683	-0.11011	-0.14119	-0.18222
Significant				
Other	0.03965	0.12448	0.02647	0.13488
Parental				
Interest	1.00000	0.18620	0.27410	0.16863
Parental				
Expectation	0.18620	1.00000	0.07053	0.11907
Learning				
Environment	0.27410	0.07053	1.00000	0.33743
Parental				
Perception	0.16863	0.11907	0.33743	1.00000

## APPENDIX F

### Correlation Matrix of Itemized Variables and the Achievement Criterion (Middle School Students)

Correlation Matrix of Itemized Variables and the Achievement Criterion  
Middle School Students

	Academic Achievement	Sex	Grade	Family Type	Economic Status	Family Size	Significant Other
Academic Achievement	1.00000	-0.07834	0.22606	0.21579	0.29242	0.10971	0.20835
Sex	-0.07834	1.00000	-0.17002	-0.05844	-0.10703	-0.01369	-0.16557
Grade	0.22606	-0.17002	1.00000	0.04878	-0.09359	0.30979	0.03644
Family	0.21579	-0.05844	0.04878	1.00000	0.09359	-0.02020	-0.03644
Economic Status	<u>0.29242</u>	-0.10703	-0.09359	0.09359	1.00000	0.10049	0.14149
Family Size	0.10971	-0.01369	0.30979	-0.02020	0.10049	1.00000	-0.00479
Significant Other	<u>0.20835</u>	-0.16557	0.03644	-0.03644	0.14149	-0.00479	1.00000
Parental Interest	<u>0.64116</u>	-0.08934	-0.02563	0.02563	0.39135	0.01062	0.43082
Parental Expectation	0.13151	-0.29528	0.20248	-0.08155	0.04047	0.09422	0.21008
Learning Environment	<u>0.39260</u>	-0.38719	0.29504	-0.14032	0.26922	-0.05100	0.40702
Parental Perception	<u>0.44412</u>	-0.36062	0.14837	0.18741	0.28464	0.04672	0.14000

APPENDIX F--continued

	Parental Interest	Parental Expectation	Learning Environment	Parental Perception
Academic				
Achievement	0.64116	0.13151	0.39260	0.44412
Sex	-0.08934	-0.29528	-0.38719	-0.36062
Grade	-0.02563	0.20248	0.29504	0.14837
Family	0.02563	-0.08155	-0.14032	0.18741
Economic				
Status	0.39135	0.04047	0.26922	0.28464
Family Size	0.01062	0.09422	-0.05100	0.04672
Significant				
Other	0.43082	0.21008	0.40702	0.14000
Parental				
Interest	1.00000	0.16993	0.39891	0.21028
Parental				
Expectation	0.16993	1.00000	0.48788	0.35204
Learning				
Environment	0.39891	0.48788	1.00000	0.34097
Parental				
Perception	0.21028	0.35204	0.34097	1.00000

## APPENDIX G

### Correlation Matrix of Itemized Variables and the Achievement Criterion from Parent Responses

Correlation Matrix of Itemized Variables and the Achievement Criterion  
from Parent Responses (N=396)

	Achieve- ment	Marital Status	Status Length	Age of Child	Family Size	Sex of Parent	Parent Occupation	Parent Education
Academic Achievement	1.00000	0.01040	0.08400	0.03468	0.00264	-0.04014	0.28794	0.16312
Marital Status	0.01040	1.00000	0.44538	0.58740	0.21319	-0.02980	-0.09623	-0.00855
Length of Single Parent Status	0.08400	0.44538	1.00000	0.78939	0.09570	-0.06626	0.02553	0.05161
Age of Child at Onset	0.03468	0.58740	0.78939	1.00000	0.18166	-0.05362	0.02595	0.06684
Size of Family	0.00264	0.21319	0.09570	0.18166	1.00000	-0.13565	-0.15860	0.11078
Sex of Single Parent	-0.04014	-0.02980	-0.06626	-0.05362	-0.13565	1.00000	0.02598	0.02179
Parent Occupation	0.28794	-0.09623	0.02553	0.02595	-0.15860	0.02598	1.00000	0.07579
Parent Education	0.16312	-0.00855	0.05161	0.06684	0.11078	0.02179	0.07579	1.00000
Parent Reading Habits	0.17522	0.19404	0.13406	0.23249	0.08334	0.03670	0.07367	0.14638
Significant Other	0.08518	0.09767	0.09128	0.21203	0.18871	-0.09166	-0.03245	0.11049
Parental Expectation	0.11663	0.17470	0.19365	0.23037	0.13766	-0.01580	0.07891	0.04860
Parental Interest	0.05099	0.12166	0.00258	0.12462	0.13836	-0.04353	-0.08157	-0.01171
Parental Perception	-0.03612	0.14514	-0.00006	-0.00233	0.07041	-0.06081	-0.14630	-0.03000



APPENDIX G--Continued

	Reading Habits	Significant Other	Parental Expectation	Parental Interest	Parental Perception
Academic Achievement	0.17522	0.08518	0.11663	0.05099	-0.03612
Marital Status	0.19404	0.09767	0.17470	0.12166	0.14514
Length of Single Parent Status	0.13406	0.09128	0.19365	0.00258	-0.00006
Age of Child at Onset	0.23249	0.21203	0.23037	0.12462	-0.00233
Size of Family	0.08334	0.18871	0.13766	0.13836	0.07041
Sex of Single Parent	0.03670	-0.09166	-0.01580	-0.04353	-0.06081
Parent Occupation	0.07367	-0.03245	0.07891	-0.08157	-0.14630
Parent Education	0.14638	0.11049	0.04860	-0.01171	-0.03000
Parent Reading Habits	1.00000	0.12353	0.07849	-0.00179	-0.07011
Significant Other	0.12353	1.00000	0.58596	0.62990	0.35256
Parental Expectation	0.07849	0.58596	1.00000	0.38341	0.37535
Parental Interest	-0.00179	0.62990	0.38341	1.00000	0.29178
Parental Perception	-0.07011	0.35256	0.37535	0.29178	1.00000

## APPENDIX H

### Correlation Matrix of Matched Data of Home and School Variables and the Achievement Criterion

Correlation Matrix of Matched Data of Home and School Variables  
and the Achievement Criterion (N=396)

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
ACD	Academic Achievement	1.00000	0.16254	0.26777	0.18660	0.25877	0.10570	-0.05953	-0.09530
Item 3	Mother Occupation	<u>0.16254</u>	1.00000	0.03727	0.07190	0.21932	0.05384	-0.23445	-0.02165
Item 4	Father Occupation	<u>0.26777</u>	0.03727	1.00000	-0.04802	0.07740	0.00228	0.10518	0.18719
Item 5	Parental Reading Habit	<u>0.18660</u>	0.07190	-0.04802	1.00000	0.07262	0.01127	-0.10516	-0.04293
Item 6	Parental Interest	<u>0.25877</u>	0.21932	0.07740	0.07262	1.00000	0.50784	0.01319	-0.09502
Item 7	Parental Expectation	0.10570	0.05384	-0.00228	0.01127	0.50784	1.00000	-0.11385	-0.10504
Item 8	Family Size	-0.05953	-0.23445	0.10518	-0.10516	0.01319	0.11385	1.00000	0.25779
Item 9	Family Type	-0.09530	-0.02165	0.18719	-0.04293	-0.09502	0.10504	0.25779	1.00000
Item 10	Significant Other	0.04731	0.07983	0.05338	0.02501	0.14704	0.07997	-0.03460	0.33989
Item 11	Parental Perception of School	<u>0.16605</u>	0.13446	-0.00531	0.01251	0.52361	0.31656	0.01078	-0.08072
Item 12	Parental Education	<u>0.16388</u>	0.21898	0.07465	0.04982	0.15955	0.06810	-0.10429	-0.09034
Item 13	Socio-economic Status	0.09301	0.21218	-0.07169	0.02582	0.08902	0.06704	-0.13484	0.08157

APPENDIX H--continued

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Item 14	Length of Single Parent Status	-0.04797	0.12275	0.02783	-0.05324	0.07623	0.00842	-0.00217	0.37443
Item 15	Age of Child at Onset	-0.03638	0.18227	0.02643	-0.04848	0.12237	0.05299	0.03787	0.33192
Item 16	Sex of Single Parent	-0.11328	0.09371	0.02124	-0.07928	-0.02728	0.03178	-0.06227	0.39412
Item 17	Cause of Single Parentage	0.11295	0.05003	-0.09870	0.05009	0.13587	0.08533	0.00534	-0.42035
Item 18	Learning Environment	<u>0.15731</u>	0.27346	-0.06562	0.10854	0.11979	0.00139	-0.04457	0.12655
Item 19	School Climate	-0.08052	-0.29623	0.38335	-0.00852	-0.05136	0.05248	0.29837	0.28360

APPENDIX H--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
ACD	Academic Achievement	0.04731	0.16605	0.16388	0.09301	-0.04797	-0.03638	-0.11328	0.11295
Item 3	Mother Occupation	0.07983	0.13446	0.21898	0.21218	0.12275	0.18227	0.09371	0.05003
Item 4	Father Occupation	0.05338	-0.00531	0.07465	-0.07169	0.02783	0.02643	0.02124	-0.09870
Item 5	Parental Reading Habit	0.02501	0.01251	0.04982	0.02582	-0.05327	-0.04848	-0.07928	0.05009
Item 6	Parental Interest	0.14704	0.52361	0.15955	0.08902	0.07623	0.12237	-0.02728	0.13587
Item 7	Parental Expectation	0.07997	0.31656	0.06810	0.06704	-0.00842	0.05299	-0.03178	0.08533
Item 8	Family Size	-0.03460	0.01078	-0.10429	-0.13484	-0.00217	-0.03787	-0.06227	0.00534
Item 9	Family Type	0.33989	-0.08072	-0.09034	0.08157	0.37443	0.33192	0.39412	-0.42035
Item 10	Significant Other	1.00000	0.02333	-0.13860	0.13261	0.63290	0.61042	0.63038	-0.43852
Item 11	Parental Perception of School	0.02333	1.00000	0.10497	0.00491	0.01738	0.04946	-0.03450	0.12321
Item 12	Parental Education	-0.13860	0.10497	1.00000	0.08389	-0.15145	-0.14000	-0.19655	0.09654
Item 13	Socio-economic Status	0.13261	0.00491	0.08389	1.00000	0.09483	0.08587	0.09747	-0.13463

APPENDIX H--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
Item 14	Length of Single Parent Status	0.63290	0.01738	-0.15147	0.09483	1.00000	0.95275	0.79178	-0.49378
Item 15	Age of Child at Onset	0.61042	0.04946	-0.14000	0.08587	0.95275	1.00000	0.78045	-0.40872
Item 16	Sex of Single Parent	0.63038	-0.03450	-0.09655	0.09747	0.79178	0.78045	1.00000	-0.63892
Item 17	Cause of Single Parentage	-0.43852	0.12321	0.09654	-0.13463	-0.49378	-0.40872	-0.63892	1.00000
Item 18	Learning Environment	0.02586	0.13682	0.02207	0.08589	0.05921	0.02689	0.02079	0.0
Item 19	School Climate	0.09021	-0.08693	-0.19899	-0.17182	0.00919	-0.08714	-0.04661	-0.04738

APPENDIX H--continued

		Item 18	Item 19
ACD	Academic Achievement	0.15731	-0.08052
Item 3	Mother Occupation	0.27346	-0.29623
Item 4	Father Occupation	-0.06562	0.38335
Item 5	Parental Reading Habit	0.10854	-0.00852
Item 6	Parental Interest	0.11979	-0.05136
Item 7	Parental Expectation	0.00139	-0.05248
Item 8	Family Size	-0.04457	0.29837
Item 9	Family Type	0.12655	0.28360
Item 10	Significant Other	0.02586	0.09021
Item 11	Parental Perception of School	0.13682	-0.08693
Item 12	Parental Education	0.02207	-0.19899
Item 13	Socio-economic Status	0.08589	-0.17182

APPENDIX H--continued

		Item 18	Item 19
Item 14	Length of Single Parent Status	0.05921	0.00919
Item 15	Age of Child at Onset	0.02689	-0.08714
Item 16	Sex of Single Parent	0.08079	-0.04661
Item 17	Cause of Single Parentage	0.0	-0.04738
Item 18	Learning Environment	1.00000	0.10116
Item 19	School Climate	0.10116	1.00000



## APPENDIX I

Correlation Matrix of Matched Data of Home and School Variables  
and the Achievement Criterion of the Middle School Level

Correlation Matrix of Matched Data of Home and School Variables  
and the Achievement Criterion on the Elementary School Level (N=205)

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
ACD	Academic Achievement	1.00000	0.16657	0.42717	0.24841	0.16606	0.04019	-0.07999	0.03178
Item 3	Mother Occupation	0.16657	1.00000	-0.07546	0.12362	0.20148	0.04432	-0.35062	0.01636
Item 4	Father Occupation	<u>0.42717</u>	-0.07546	1.00000	-0.04534	-0.02333	-0.04461	0.03793	0.11330
Item 5	Parental Reading Habit	<u>0.24841</u>	0.12362	-0.04534	1.00000	0.07349	0.01753	-0.19769	0.03011
Item 6	Parental Interest	0.16606	0.20148	-0.02333	0.07349	1.00000	0.47544	0.05363	-0.14331
Item 7	Parental Expectation	0.04019	0.04432	-0.04461	0.01753	0.47544	1.00000	-0.14240	-0.18753
Item 8	Family Size	-0.07199	-0.35062	0.03793	-0.19769	0.05363	-0.14240	1.00000	0.10862
Item 9	Family Type	0.03178	0.01636	0.11330	0.03011	-0.14331	-0.18753	0.10862	1.00000
Item 10	Significant Other	0.04317	0.20721	-0.03768	0.11130	0.10085	-0.07902	-0.00337	0.35664
Item 11	Parental Perception of School	0.14524	0.09780	-0.07746	0.03236	0.42671	0.24150	0.05291	-0.08982
Item 12	Parental Education	<u>0.23203</u>	0.33339	0.27085	0.06117	0.17805	0.02983	-0.19341	-0.04882
Item 13	Socio-economic Status	0.03383	0.32136	-0.15877	-0.07980	0.14048	0.06408	-0.16376	0.06849

APPENDIX I--continued

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Item 14	Length of Single Parent Status	0.06144	0.24745	-0.11185	0.07479	0.06600	-0.05768	-0.09089	0.29976
Item 15	Age of Child at Onset	0.05817	0.25324	-0.09432	0.07779	0.11016	-0.00024	-0.10276	0.29072
Item 16	Sex of Single Parent	-0.03334	0.27443	-0.05896	-0.03883	0.01431	-0.05605	-0.07834	0.40883
Item 17	Cause of Single Parentage	0.04867	-0.11480	-0.07916	0.00336	0.16300	0.16592	0.03844	-0.48675
Item 18	Learning Environment	<u>0.26433</u>	0.49957	-0.22599	0.16019	0.18245	0.04127	-0.21336	-0.01465
Item 19	School Climate	0.12559	-0.55011	0.33829	-0.07346	-0.25143	-0.01013	0.27522	-0.-3307

APPENDIX I--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
ACD	Academic Achievement	0.04317	0.14524	0.23203	0.03383	0.06144	0.05817	-0.03334	0.04867
Item 3	Mother Occupation	0.20721	0.09780	0.33339	0.32136	0.24745	0.25324	0.27443	-0.11480
Item 4	Father Occupation	-0.03768	-0.07746	0.27085	-0.15877	-0.11185	-0.09432	-0.005896	-0.07916
Item 5	Parental Reading Habit	0.11130	0.03236	0.06117	-0.07980	0.07479	0.07779	-0.03883	0.00336
Item 6	Parental Interest	0.10085	0.42671	0.17805	0.14048	0.06600	0.11016	0.01431	0.16300
Item 7	Parental Expectation	-0.07902	0.24150	0.02983	0.06408	-0.05768	-0.00024	-0.05605	0.16592
Item 8	Family Size	-0.00337	0.05291	-0.19341	-0.16376	-0.09089	-0.10276	-0.07834	0.03844
Item 9	Family Type	0.35644	-0.09882	-0.04882	0.06849	0.29976	0.29072	0.40883	-0.48675
Item 10	Significant Other	1.00000	-0.05956	-0.16733	0.03648	0.66547	0.66197	0.68010	-0.47166
Item 11	Parental Perception of School	-0.05956	1.00000	0.04218	-0.04582	0.05462	0.08276	0.01652	0.14815
Item 12	Parental Education	-0.16733	0.04218	1.00000	0.12275	-0.18508	-0.17214	-0.15501	0.03375
Item 13	Socio-economic Status	0.03648	-0.04582	0.12275	1.00000	-0.05357	-0.01451	0.00217	-0.11051

APPENDIX I--continued

		Item 18	Item 19
ACD	Academic Achievement	0.26433	-0.12559
Item 3	Mother Occupation	0.49957	-0.55011
Item 4	Father Occupation	-0.22599	0.33829
Item 5	Parental Reading Habit	0.16019	-0.07346
Item 6	Parental Interest	0.18245	-0.25143
Item 7	Parental Expectation	0.04127	-0.01013
Item 8	Family Size	-0.21336	0.27522
Item 9	Family Type	-0.01465	-0.03307
Item 10	Significant Other	-0.02950	-0.02844
Item 11	Parental Perception of School	0.23571	-0.21493
Item 12	Parental Education	0.15194	-0.08238
Item 13	Socio-economic Status	0.24034	-0.38199

APPENDIX I--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
Item 14	Length of Single Parent Status	0.66547	0.05462	-0.18508	-0.05357	1.00000	0.96819	0.80482	-0.51620
Item 15	Age of Child at Onset	0.66197	0.08276	-0.17214	-0.01451	0.96819	1.00000	0.83000	-0.49414
Item 16	Sex of Single Parent	0.68010	0.01652	-0.15501	0.00217	0.80482	0.83000	1.00000	-0.66651
Item 17	Cause of Single Parentage	-0.47166	0.14815	0.03375	-0.11051	-0.51620	-0.49414	-0.66651	1.00000
Item 18	Learning Environment	-0.02950	0.23571	0.15194	0.24034	0.05855	0.07284	0.11869	0.02392
Item 19	School Climate	-0.02844	-0.21493	-0.08238	-0.38199	-0.11793	-0.12879	-0.15313	-0.04984

APPENDIX I--continued

		Item 18	Item 19
	Length of Single Parent		
Item 14	Status	0.05855	-0.11793
	Age of Child		
Item 15	at Onset	0.07284	-0.12879
	Sex of Single		
Item 16	Parent	0.11869	-0.15313
	Cause of Single		
Item 17	Parentage	0.02392	-0.04984
	Learning		
Item 18	Environment	1.00000	-0.70354
	School		
Item 19	Climate	-0.70354	1.00000

## APPENDIX J

Correlation Matrix of Matched Data of Home and School Variables and  
the Achievement Criterion on the Middle School Level



Correlation Matrix of Matched Data of Home and School Variables and  
the Achievement Criterion on the Middle School Level

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
ACD	Academic Achievement	1.00000	-0.09708	-0.07467	-0.00563	0.25738	0.05978	-0.05082	-0.10533
Item 3	Mother Occupation	-0.09708	1.00000	0.62001	0.15278	0.12440	-0.08857	0.02225	0.00886
Item 4	Father Occupation	-0.07467	0.62001	1.00000	-0.10465	0.23713	0.11753	0.10575	0.06727
Item 5	Parental Reading Habit	-0.00563	0.15278	-0.10465	1.00000	0.00902	-0.03425	-0.02790	-0.26407
Item 6	Parental Interest	<u>0.25738</u>	0.12440	0.23713	0.00902	1.00000	0.59401	-0.09304	-0.04124
Item 7	Parental Expectation	0.05978	-0.08857	0.11753	-0.03425	0.59401	1.00000	-0.05520	0.05695
Item 8	Family Size	-0.05082	0.02225	0.10572	-0.02790	-0.09304	-0.05520	1.00000	0.32807
Item 9	Family Type	-0.10533	0.00886	0.06727	-0.26407	-0.04124	0.05695	0.32807	1.00000
Item 10	Significant Other	0.01257	-0.22742	0.09314	-0.29219	0.23047	0.21029	0.01780	0.37874
Item 11	Parental Perception of School	<u>0.10786</u>	0.02575	0.26735	-0.07949	0.63713	0.39748	0.02889	0.05455
Item 12	Parental Education	-0.03573	-0.21310	-0.33237	0.23271	0.05985	0.17792	0.05456	0.08538
Item 13	Socio-economic Status	<u>0.13093</u>	-0.04348	0.09506	0.13051	0.07359	0.06287	0.08780	0.31138

APPENDIX J--continued

		ACD	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Item 14	Length of Single Parent Status	-0.23018	-0.13636	0.15350	-0.23468	0.08938	0.02273	0.14208	0.45436
Item 15	Age of Child at Onset	-0.25799	-0.00835	0.25586	-0.26463	0.12810	0.06594	0.14048	0.44989
Item 16	Sex of Single Parent	-0.18709	-0.19135	0.19163	-0.33831	0.01136	0.04180	0.17198	0.45772
Item 17	Cause of Single Parentage	-0.07813	-0.01941	0.20226	-0.10233	0.46773	-0.14822	-0.03922	-0.35546
Item 18	Learning Environment	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000
Item 19	School Climate	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000

A value of 99.00000 is printed if a coefficient cannot be computed

APPENDIX J--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
ACD	Academic Achievement	0.01257	0.10786	-0.03573	0.13093	-0.23018	-0.25799	-0.18709	0.08516
Item 3	Mother Occupation	-0.22742	0.02575	-0.21310	-0.04348	-0.13636	-0.00835	-0.19135	0.16187
Item 4	Father Occupation	0.09314	0.26735	-0.33237	0.09506	0.15350	0.25586	0.19163	-0.23512
Item 5	Parental Reading Habit	-0.29219	-0.07949	0.23271	0.13051	-0.23468	-0.26463	-0.33831	0.32615
Item 6	Parental Interest	0.23047	0.63713	0.05985	0.07359	0.08938	0.12810	0.01136	0.01315
Item 7	Parental Expectation	0.21029	0.39748	0.17792	0.06287	0.02273	0.06594	0.04180	-0.14822
Item 8	Family Size	0.01780	0.02889	0.05456	0.08780	0.14208	0.14048	0.17198	-0.03922
Item 9	Family Type	0.37874	0.05455	0.08538	0.31138	0.45436	0.44989	0.45772	-0.35546
Item 10	Significant Other	1.00000	0.05797	0.07157	0.13233	0.60340	0.57699	0.58039	-0.50226
Item 11	Parental Perception of School	0.05797	1.00000	0.15679	-0.04831	0.06288	0.08449	0.04687	-0.09818
Item 12	Parental Education	0.07157	0.15679	1.00000	0.09509	0.08373	0.01934	-0.01975	0.02425
Item 13	Socio-economic Status	0.13233	-0.04831	0.09509	1.00000	0.28520	0.22341	0.19778	-0.18613

APPENDIX J--continued

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
Item 14	Length of Single Parent Status	0.60340	0.06288	0.08373	0.28520	1.00000	0.93654	0.83680	-0.43125
Item 15	Age of Child at Onset	0.57699	0.08449	0.01934	0.22341	0.93654	1.00000	0.76670	-0.28634
Item 16	Sex of Single Parent	0.58039	0.04687	-0.01975	0.19778	0.83608	0.76670	1.00000	-0.59626
Item 17	Cause of Single Parentage	-0.50226	-0.09818	0.02425	-0.18613	-0.43125	-0.28634	-0.59626	1.00000
Item 18	Learning Environment	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000
Item 19	School Climate	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000	99.00000

APPENDIX J--continued

		Item 18	Item 19
ACD	Academic Achievement	0.08516	99.00000
Item 3	Mother Occupation	0.16187	99.00000
Item 4	Father Occupation	-0.23512	99.00000
Item 5	Parental Reading Habit	0.32615	99.00000
Item 6	Parental Interest	0.01315	99.00000
Item 7	Parental Expectation	-0.14822	99.00000
Item 8	Family Size	-0.03922	99.00000
Item 9	Family Type	-0.35546	99.00000
Item 10	Significant Other	-0.50226	99.00000
Item 11	Parental Perception of School	-0.09818	99.00000
Item 12	Parental Education	0.02425	99.00000
Item 13	Socio-economic Status	-0.18613	99.00000

APPENDIX J--continued

		Item 18	Item 19
Item 14	Length of Single Parent Status	-0.43125	99.00000
Item 15	Age of Child at Onset	-0.28634	99.00000
Item 16	Sex of Single Parent	-0.59626	99.00000
Item 17	Cause of Single Parentage	1.00000	99.00000
Item 18	Learning Environment	99.00000	1.00000
Item 19	School Climate	99.00000	99.00000